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ABSTRACT

Proceedings of a seminar on the role of English language teaching (ELT) in British technical assistance projects are presented in the form of session and case study narrative summaries. They include descriptions of sessions on the development of ELT projects; a presentation on a project in Oman using a recommended format; a case study simulation using that format; actual case studies for Ghana, Indonesia, Mali, Tanzania, and Yemen; discussions of professional issues, including the role of language in the general curriculum, the nature of evaluation to indicate achievement, project monitoring and evaluation, a Yemen textbook project evaluation, English as an international language, use of genre to teach English for special purposes; and language across the curriculum. Finally there are reports on additional topics and projects, including computer applications, the role of English-as-a-Second-Language training in three countries (Kenya, West Africa, Oman), authentic video materials in ELT, teaching and learning in context, and the relationships between project host institutions, the British Council, and the British government agency for overseas development. (MSE)

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Dunford Seminar Report 1987

ELT and development: the place of English language teaching in aid programmes

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ELT AND DEVELOPMENT: THE PLACE OF ENGLISH LANGUAGE TEACHING IN AID PROGRAMMES

Report on The Dunford Seminar
10-20 August 1987

Edited by Helen Boyle
English Language Services Department
The British Council

The British Council promotes
cultural, educational and
technical co-operation
between Britain and other countries.

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THE DUNFORD HOUSE SEMINAR

This is an annual residential seminar run by the English Language and Literature Division of the British Council as part of its commitment to the provision of training and updating for ELT specialists employed or sponsored by the Council. The seminar serves not only British Council career officers but also Council recruited ELT staff - those working on schemes funded by the Overseas Development Administration and those employed in the Council's own language centres. The desirability of promoting exchange of experience between these various groups guides the selection of the participants from names put forward by Representations. During the two week seminar the participants are able to meet and discuss issues with leading British academics and ELT Council staff in similar situations to themselves from all over the world, and to exchange ideas and experiences in both formal and informal settings.

Previous seminar topics have been:

1978	ESP Course Design
1979	ELT Course Design
1980	Communicative Methodology
1981	Design, Evaluation and Testing in English Language Projects
1982	Teacher Training and the Curriculum
1983	Design and Implementation of Teacher Training Programmes
1984	Curriculum and Syllabus Design in ELT
1985	Communication Skills Training in Bilateral Aid Projects
1986	Appropriate Methodology

Copies of reports of the above seminars are available on request from:

English Language Services Department
The British Council
10 Spring Gardens
London SW1A 2BN

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0.1 INTRODUCTION

The tenth Dunford Seminar was significantly different from previous ones in a number of ways: first, it did not as in previous years take place at Dunford House; second, being a jointly planned event, it represented a 'meeting of minds' between the British Council and the Overseas Development Administration; third, it was devoted almost exclusively to the concerns of KELT specialists working in aid-funded ELT projects.

The seminar attempted to explore a number of important issues by following two major themes: how ELT projects relate to aid programmes, and how English relates to educational curricula. It did this by focusing on the use of the recently introduced Project Framework and investigating the Framework's relevance and applicability to the five ELT projects dealt with by the case study groups. The seminar thus served two main purposes, allowing participants to become familiar with using the Framework itself while at the same time raising questions about the planning, structure and evaluation of projects; and raising the important socio-linguistic, political and cultural questions so often overlooked in ELT projects.

The seminar centred around case studies of ELT projects in Ghana, Indonesia, Mali, Tanzania and Yemen, all of which were tackling the same task but all of which, because of the various geographical, managerial and functional differences intrinsic to each of the projects, encountered different problems and arrived at different conclusions. Discussion in the case study sessions was informed by more formal input and guidance from guest speakers. This ranged from the two practical activities dealing with Oman and the fictitious country, Bergenia, to the sessions dealing with the more professionally oriented aspects of ELT projects such as teacher training and evaluation. Many of the sessions alerted us all to the sensitive language issues that must be broached during the design stage of projects, and pointed to the problems that face project personnel during the negotiation and implementation processes.

This report attempts to provide a coherent account of what went on both in the more formal input sessions and the case study sessions. In both, the work of the 'rapporteurs' who have provided the substance of this report deserves particular praise. To participate in a case study and at the same time record what has gone on in terms of process is not an easy task. We hope that this will be borne in mind if any omissions become apparent.

To say that the venue for this year's seminar contributed to its overall success would be an understatement. Cumberland Lodge, and particularly its staff, provided an ideal and welcoming setting for the ten day event. This was much appreciated by all who attended. Our thanks in particular go to the Bursar, Doug Wilson, for his unstinting enthusiasm and verve.

Our thanks also go to the ODA for their generous funding of the event; to all the speakers who gave so generously of their time; and to the participants themselves who ensured that this was a memorable social as well as professional event.

I would also like to record my personal and warm thanks to my two colleagues Helen Boyle and Jonathan Wood, both of whom contributed greatly to the professional success and the relaxed ambience of the seminar. Finally, we are grateful to Course Secretary, Marion Robinson, for her tireless and willing assistance both during and after the seminar.

P M de Quincey

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0.2 TIMETABLE

	Monday 10 Aug	Tuesday 11 Aug	Wednesday 12 Aug	Thursday 13 Aug	Friday 14 Aug	Saturday 15 Aug	Sunday 16 Aug	Monday 17 Aug	Tuesday 18 Aug	Wednesday 19 Aug	Thursday 20 Aug
0900 to 1100		Background and rationale for Project Framework BS/BV/RI	Case study simulation RW	Language and the curriculum CB	Indicators of achievement CW	Case studies		English as an international language DC(1)	Genre in ESP FD	Across the curriculum: Counterpart/ Teacher Trg CK	Case studies reports
						COFFEE					
1115 to 1300		Project Framework presentation BS & KJ	Case study simulation RW	Case study presentation CSLs	Monitoring and evaluation JW & TD	Course feedback		The Role of English in: ESL, EFL, FWA. KELTAs	Case studies	Case studies	Course evaluation
						LUNCH					
1400 to 1600	Participants arrive	Case study simulation RW	Preliminary feedback session RW	Case study presentation CSLs	Case studies			Case studies	Case studies	Case studies	
						TEA					
1615 to 1800	Welcome/ admin	Case study simulation RW	Case study simulation: Project Proposal RW	Case studies	Case studies			Case studies	OEAD/ELMD	Case studies reports	
						DINNER					
2030 to 2130	Formal Dinner	Introduction to computer hardware and software PQ	Case study simulation: Presentations RW	Computer Applications at CDELT DC				Video in ELT HMB	Teaching and Learning in Context GK		

Abbreviations

RI	Roger Iredale	Chief Education Adviser, ODA
BS	Beryl Steele	Overseas Development Administration
BV	Brian Vale	Assistant Director General, British Council
PQ	Paul de Quincey	The British Council, London
RW	Ronald White	The University of Reading
CB	Christopher Brumfit	The University of Southampton
CSLs	Case study leaders	
DC	David Carroll	CDELT, Egypt
CW	Cyril Weir	University of Reading
JW	Judy White	Overseas Development Administration
TD	Tony Deyes	The British Council, London
DC(1)	David Crystal	Honorary Professor, Bangor
FD	Florence Davies	The University of Liverpool
TM	Terry Miles	The London School of English
GK	Geraldine Kershaw	The British Council, London
CK	Christopher Kennedy	The University of Birmingham
KJ	Keith Jones	The British Council, Oman
HMB	Helen Boyle	The British Council, London

LIST OF PARTICIPANTS

NAME	POST	COUNTRY
Richard Arden	Lecturer, Kagumo Teachers College, Nyeri	Kenya
Peter Bint	Head, English Department, Khartoum Polytechnic	Sudan
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PART ONE

BACKGROUND AND RATIONALE FOR THE PROJECT FRAMEWORK APPROACH

1.0 PROJECTISATION OF ELT

Beryl Steele, Roger Iredale, Brian Vale

Opening

The seminar was formally opened by Dr Roger Iredale, Chief Education Adviser for ODA. In his introductory remarks, Dr Iredale emphasised the importance of seeing ELT in the context of a general regional aid programme supported by ODA funds. He pointed out the term 'KELT scheme' was in effect, redundant, as aid was now planned and evaluated at the level of one country or region and not globally. Any ELT input was planned as part of an aid package for a particular country, and subsequently personnel recruited could be more accurately described as ELTCOs.

He made it clear that the ODA now laid great importance on detailed and systematic projectisation. This was inevitable as the Foreign Office required hard evidence that projects were going to be cost-effective in terms of British aid support. This 'value for money' attitude meant that ELT projects had to be designed, costed and evaluated in much the same way as other development projects. However, he emphasised that, although ODA no longer supported a 'KELT' scheme as such, demand for ELT expertise was very much a growth industry. The prospects for continued involvement of British Council and ODA recruited staff in overseas countries, were therefore very good.

Following Roger Iredale's opening remarks, Beryl Steele expanded on the points he had raised. The importance of seeing ELT as part of an overall aid package was reiterated. In fact, she suggested that ELT personnel should be familiar with the relationship between their projects and the overall aid policy in their areas. It was pointed out that occasionally it was difficult to get access to aid policy documents as they were treated confidentially. However, Dr Steele emphasised that there should be no difficulty in seeing those sections of the document relevant to education. Generally, it was the detailed costing that was kept confidential since funds were flexible and should not be seen as a rigid commitment.

Therefore ELT projects, which were increasingly in demand throughout the world, had to undergo the same process as all other projects. However, unlike such capital aid projects as roads or water supplies, there were certain intrinsic difficulties with ELT. It might be easy enough to identify ELT projects that would contribute to the development of jobs and the country as a whole. However, evaluation of a project often presented difficulties. How can one quantify in terms acceptable to the economist the effectiveness of an ELT programme? How easy is it to determine definite outputs over a period of time? Dr Steele emphasised that in the course of the seminar she hoped participants might come up with some answers to these questions. In effect, the seminar participants were going to go through the same process as ODA personnel in examining the process of projectisation. This was because many ELT projects were demanding more administrative and managerial skills from their ELT personnel. By developing awareness and familiarity with the whole process of aid policy and projectisation, ELT personnel could be much more effective in their various posts.

Following on from Dr Steele the participants heard a few observations from Mr Brian Vale, Assistant Director General of the British Council. His main aim was to raise certain questions about the attitude of ELT personnel to projects both in terms of design and implementation. He felt that there had been reluctance in ELT to projectise along the lines now accepted by ODA.

Mr Vale's definition of 'project' is as follows:

1. Open-ended response to a problem (determined by need).

2. Balanced package of resources (long and short term inputs).

3. Objectives, time scales, costs (precise though flexible).

4. Central unit for project design.

5. UK back-up through a linked institution (builds on compound interests).

He hoped that during the course of the seminar we would address ourselves to a number of important issues arising from the project approach and ELT.

1. Is a pure project approach applicable to ELT - totally? partially?

2. Is 'KELT psychology' pre-determining our response to ELT problems?

3. Is KELT bureaucracy hindering project style?

4. Can UK resources provide necessary back-up?

5. Do we need an ELLD project design capability?

Mr Vale outlined some of his reservations about ELT aid inputs as they are. He suggestsed the policy of retaining personnel, at great cost, in overseas projects for long periods needed careful study. The problem with the latter, he felt, was that countries often placed great reliance on overseas staff, and very often local counterparts and initiative were not encouraged. He suggested that UK/overseas links between institutions and/or consultancies over a long period might in fact be more effective. In any case, it was vital that an ELT project, like others, should have a full range of back-up resources. Brian Vale's points predictably provoked several responses. It was pointed out that in ELT it was difficult to find one institution with a sufficiently wide range of experienced and qualified staff over a long period. The idea was mooted that many of the ELT personnel recruited by the Council for overseas projects could be attached usefully to university departments to act as visiting consultants. However a strong case was also put forward for retaining overseas personnel since most ELT work was long-term. What definitely needed improving was the back-up and concern was voiced over the long delays in providing Tools of the Trade, for example.

These questions would be considered once again at the end of the seminar.

Chair: Paul de Quincey
Rapporteurs: Richard Arden, Helen Boyle

2.0 A PROJECT FRAMEWORK PRESENTATION

Keith Jones

1. In order to bring the PF matrix into perspective, Keith Jones, Representative Oman, introducted the Vocational Training Institute programme which has successfully used the PF Approach.

The Matrix focuses attention on six major questions:

i. What will be produced?

ii. What will that achieve?

iii. What is going into the project?

iv. How will we know if it has succeeded?

v. What are the risks?

vi. What conditions should we insist on?

By addressing ourselves to these questions we can clearly identify areas of responsibility and the notion of accountability.

2. The task, divided into two parts, was carried out by 4 groups:

1. Groups to fill in 'Important Assumptions' Section of Project Framework for English Language Teaching Development in Vocational Training Institute in Oman from documentation provided.

2. To re-write objectives if not stated sufficiently clearly.

3. **Data provided by Keith Jones**

a. Project Description by P Dewar and E Hibberson, 16 May 1987.

b. Organogram of Project Personnel Structure.

c. Bar Chart of VTI development project (1988-93).

d. Wheel Chart showing various tasks involved in carrying out the project.

e. Manpower supply situation - most manpower from sub-continent at present.

f. Government policy is 'Omanisation".

g. Conditionality: a large amount of the funding is from Oman itself so Oman can insist on how the money is spent.

h. Moving Targets: expatriates tend to move on so greater attention should be given to establishing suitable materials.

4. **Procedures**

a. Groups to complete assumptions section (50 minutes).

b. Examine objectives to see if they are sufficiently explicit (10 minutes).

c. Groups A and B to meet to discuss objectives.

d. Groups C and D to meet to discuss outputs/inputs.

5. **Report-back**

Comments made in the light of the groups' examination of the Omani documentation were as follows:

a. 'Wider Objectives' should consider how a particular project fits in with other established projects.

b. A project may depend on other projects for its success.

c. A checklist was needed for each slot in the matrix.

d. Danger of Project Framework Matrix reducing a variety of projects to same formula, thus making it difficult for ODA to differentiate in the event of a shortage of funds.

e. A danger of stereotyping, but such comparability across projects may be desirable.

f. 'Immediate Objectives' not discussed by group in relation to Project Framework Matrix as a whole.

g. 'Assumptions' should be the tightest of all categories.

h. Danger of neglecting the process? Likelihood of qualitative assessments in ELT being overlooked?

i. Column 3 in the Matrix could be divided into quantifiable indicators and assessible indicators, the latter to take account of general feelings and intuitions (anecdotes) which are not quantifiable.

j. Matrix rather like the Ministry model. It could be followed slavishly or used as a checklist.

k. Heavy reliance on supporting documents which renders the Matrix superfluous.

l. Matrix is a useful management tool.

m. Inputs come mainly from British side. The recipient government should also specify its inputs.

Roger Iredale said the matrix was indeed useful and that he had handled many project documents and found it very helpful to have a 'strategic overview' However, a Project Memorandum would always accompany a project proposal to recipient governments.

He also agreed that recipient government's commitments should be made explicit, otherwise officers in the field can be put in an awkward situation.

Chair: Richard Freeman
Rapporteurs: Peter Bint, John Boughey

PROJECT TITLE:

PROJECT FRAMEWORK

PERIOD OF FUNDING: FROM F/Y TO F/Y
TOTAL ODA FUNDING: £
DATE FRAMEWORK PREPARED/REVISED

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
WIDER (ie Sector or National Objectives) What are the wider problems which the project will help?	What are the quantitative ways of measuring, or qualitative ways of judging, whether these broad objectives have been achieved?	What sources of information exist or can be provided cost-effectively.	What conditions external to the project are necessary if the project's Immediate Objectives are to contribute to the Wider Objectives? What risks have been considered? Are any conditions attached to ODA's aid to improve the prospects of success?
IMMEDIATE OBJECTIVES What are the intended immediate effects on the project area or target group? What are the expected benefits (or disbenefits) and to whom will they go? What improvements or changes will the project bring about?	What are the quantitative measures (including the realised internal rate of return), or qualitative evidence, by which achievement and distribution of effects and benefits can be judged?	What sources of information exist or can be provided cost-effectively? Does provision for collection need to be made?	What are the factors not within the control of the project which, if not present, are liable to restrict progress from Outputs to achievement of Immediate Objectives? What risks have been considered? Are any conditions attached to ODA's aid to improve the prospects of success?
OUTPUTS What outputs (kind, quantity and by when) are to be produced by the project in order to achieve the Immediate Objectives? Eg teaching institution, miles of road built or rehabilitated, irrigation systems and associated management installed, persons trained.		What are the sources of information?	What external factors must be realised to obtain planned Outputs on schedule? What risks have been considered? Are any conditions attached to ODA's aid to improve the prospects of success?
INPUTS What materials/equipment or services (personnel, trained etc) are to be provided at what cost, over what period, by: - ODA - other donors - recipient?		What are sources of information?	What decisions or actions outside control of ODA are necessary for inception of project? What risks have been considered? Are any conditions attached to ODA's aid to improve the prospects of success?

ENGLISH LANGUAGE TEACHING DEVELOPMENT PROJECT
VOCATIONAL TRAINING INSTITUTES, OMAN
(P Dewar and E Hibberson)

PROJECT DESCRIPTION

Context

There are 9 Vocational Training Institutes (VTIs) throughout Oman. These are secondary level vocational (ie technical and commercial) schools which have only recently been upgraded from preparatory level. There are some 2,000 students aged (nominally) from 15-18 years. This number is almost equally divided between technical and commercial vocations.

The VTIs have two aims:

1. To provide their students with skills suitable for entry level to a wide range of occupations with a view to their being capable of making an immediate (albeit) minor contribution towards the activities of their employing organisation.

   This provision of vocational skills by VTIs is a reflection of the Sultanate's declared policy to 'Omanise' all sections of the country's economy.

2. To provide their students with a level of secondary education with a technical/commercial bias which will enable them to enter tertiary level 'technician' education/training either directly from the VTIs or following a period of work experience.

In line with national policy the medium of education for all secondary level institutions is Arabic. English language is one of 7 'General Subjects' which are taught to VTI students in addition to their technical/commercial specialisation.

The national policy for most tertiary education is that it shall be in the medium of English.

The English teachers in the VTIs are, with very few exceptions, those who were engaged to teach at preparatory level. None of the 25 English teachers are native speakers of the language. Few of the teachers are trained in the teaching of EFL as opposed to English Literature. None of the teachers are Omani. The departmental structure of the VTIs is such that English Departments do not exist.

There is in Oman a justifiable concern that teaching materials used in educational establishments are both culturally appropriate and specific to Omani students' needs. There is an increasing tendency to require that all teaching materials be written and produced in Oman.

The Case for an ELT Development Project

Over an 18 month period discussions have taken place with managerial representatives from a variety of major industries and other prospective employers of VTI graduates. These discussions have revealed the fact that all prospective employers of VTI graduates consider that English language communication skills are essential for persons entering employment in either industry or commerce in Oman.

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All of the managers contacted stated that even with an upgraded secondary level vocational curriculum , VTI graduates on entering employment will have to be given industry-specific 'on the job' training. Because of the relatively recent rapid development of Oman, the country's industry and commerce is equipped with the most modern of technologies and processes. The training and personnel development which is required for operatives to function effectively with these technologies and processes is mainly available in English.

If the upgraded secondary level VTIs are to provide graduates who can effectively enter industry and commerce and contribute to its operation and further development they must be equipped and organised in such a way as to ensure that students leave the VTIs with effective English language communication skills.

There is an increasing demand from Omani managers for recruits to industry to have a good command of English. In the VTIs it will be necessary to create facilities for students to obtain external EFL qualifications, for example City and Guilds 847 'Communication in Technical English' and London Chamber of Commerce and Industry 'English for Business'.

The VTIs as secondary technical/commercial schools must produce graduates who can enter the available English medium tertiary level training for business and industry.

The Nature of the Project

The project will have four principal component parts. Each of these parts will result in a number of beneficial developments for ELT in the VTIs. The parts are as follows:

1. ELT Organisation

English language teaching in the VTIs will be reorganised.

English Departments will be set up under native speaking EFL qualified Heads of Department who will be responsible for training the expatriate teaching staff to enable them to function at a secondary school level. The HODs will be the first line in a revised system of EFL teacher inspection. They will set up and monitor a revised system of student testing and contribute to the construction of a revised examination system. The HODs will trial and monitor the introduction of new teaching materials in the VTIs. They will be responsible for setting up effective administration procedures in the English Departments.

2. ELT Materials Production

New materials specific to Oman will be produced.

The project will produce a complete set of technical and commercial ELT material for use in the VTIs. This will comprise three students' books each for the technical and commercial sectors with associated work books and audio tapes, teachers' manuals and ancillary teaching materials together with a series of student readers.

3. ELT Resources Development

ELT libraries and teaching media will be developed and analysed.

Part of the project will be concerned with the development of a model teaching library for ELT purposes. Omani library staff will be trained in the setting up of this model library and their assimilation into each VTI for library development purposes will be supervised.

Part of the project will be concerned with the analysis of present educational media available for ELT purposes and recommendations for the development of this media will be made. Computer Assisted Language Learning is one area which may be considered in this part of the project.

4. Training Omani EFL Teachers

A number of Omani VTI teachers of EFL will be trained.

A significant part of the project will be concerned with identifying and training Omani teachers of EFL. These Omanis will undergo a pre-training period of teacher observation/supervised teaching in the VTIs after which they will proceed to full-time training in a teacher training establishment in the UK.

5. Advising on all ELT aspects of future development projects in vocational training.

PROJECT FRAMEWORK

PROJECT TITLE: VOCATIONAL TRAINING INSTITUTES, OMAN
ENGLISH LANGUAGE TEACHING DEVELOPMENT PROJECT

DESCRIPTION: To improve the English language teaching provision in the VTIs in order to develop the English language skills of VTI graduates, as an extension of an overall programe of VTI upgrading

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
NATIONAL OBJECTIVES The development of an adequate supply of appropriately skilled manpower to meet the employment needs of: 1. Construction 2. Engineering 3. Public utilities 4. Transport sectors, and 5. Public administration and Business where English is the working language of the expatriate middle management.	From 1991, 1,000 graduates of VTIs will enter skilled occupations in industry and commerce in Oman having adequate English communication skills.	1. VTI records and Heads of Departments' assessments of students' performance including graded objective assessments 1988-91. 2. There will be a 50% pass rate among those VTI final year students who are presented for an externally moderated English language examination (C&G 847 Technical students/ LCCI English for Business Commercial students). 3. Judgement of major employers as to extent and quality of English language skills of 1991 VTI graduates. 4. Tracer studies of employability of VCI graduates in relation to English language skills 1991-93. 5. Reports from MOSAL on employment statistics (related to required English skills of VTI graduates (available information?	

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
IMMEDIATE OBJECTIVES OF PROJECT Establishing an effective system for ELT in the VTIs.	1. By end October 1988 ELT Departments will be created in all CTIs and HsOD will be appointed to 5. 2. By October 1989 ELT Departments will be set up and functioning in the VTIs and 9 HsOD will be in post. 3. From October 1988 new books and teaching materials will be being introduced for ELT in the VTIs. 4. By June 1990 a set of examination procedures will be established. 5. By June 1990 a system of English language testing will be set up. 6. By June 1990 a set of examination procedures will be established. 7. By June 1990 external examinations will be selected. 8. By March 1990 one model VTI library will be set up and 10 trained library clerks will be in post. 9. By October 1989 2 qualified Omani EFL teachers will take up posts in the VTIs followed in 1990 by 8 more and in 1991 by another 8, ie by October 1991 18 qualified Omani EFL teachers will be in post in the VTIs. In 1991 the situation with regard to the supply of Omani EFL teaching staff will be reviewed.	1. Reports from MOSAL compiled from: i. report from Library consultant; ii. monthly reports from HODs; iii. monthly reports from Materials Writers. 2. Half-yearly reports on trainee teachers from UK training college. 3. ODA participation in annual review.	

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
OUTPUTS Improved ELT provision in the VTIs.	1. Set of trialled and revised Oman specific ELT books and teaching materials comprising: Commercial Students' Books 1/2/3 Audio Casettes 1/2/3 Teacher's Books 1/2/3 Work Books 1/2/3 Readers 1/2/3 By October 1993 2. 18 teachers trained to Diploma level. 3. 6 teachers identified for BEd training. October 1992 4. 1 counterpart Project Leader (to become English Language Adviser on termination of project) trained to MA (Applied Linguistics) level. By October 1992 (24 man months) 5. Additional teaching support resources: a. 10 trained library clerks By April 1990 b. 1 model VTI library By March 1990 c. Recommendations for the development of the use of Educational Technology and Media in the VTIs (by January 1991).	As Immediate Objectives. Comment on selected materials by senior EFL specialists of the British Council.	

INPUTS

Staffing the Project

1.	KELT Project Leader	In post ODA
2.	Omani counterpart to Project Leader	MOSAL
3.	KELT Materials Writer (commercial)	In post ODA
4.	Materials Writer (technical)	In post Mosal to be aid assisted
5.	9 Heads of English Department	MOSAL to be aid assisted
6.	Arabic speaking English language curriculum specialist/materials writer	MOSAL
7.	2 Graphic Artists	local hire MOSAL UK hire MOSAL
8.	Secretary/Word processor operator	MOSAL
9.	3 Consultants	ODA

Equipping the Project

The following is a minumum list of equipment which will be required for the Project:

a. Materials Production

Computer word/graphic processing equipment to: 1. type; 2. store; 3. copy book text and graphics.

Associated printers/plotters/graphics tablets/mouse.

b. Recording Equipment and accessories to include:

1. A 'REVOX' 877 reel-to-reel tape recorder (15 ips)
2. 3 microphones
3. a splicing block
4. 3 sets of earphones
5. 1 good quality cassette recorder
6. Connecting leads
7. An appropriately furnished/equipped room

c. Artists Equipment

Drawing board/instruments/plan chests/consumable items.

ALL OF THE ABOVE EQUIPMENT MUST BE PROJECT DEDICATED.

1.	Project Leader (KELT)	60 man months
2.	Materials Writers (KELT and MOSAL)	96 man months
3.	Heads of ELT Department (9)	492 man months
4.	ELT Curriculum Specialist (Arabic - MOSAL)	60 man months
5.	Graphic Artists	96 man months
6.	Word Processor Operator/Secretary	48 man months
7.	Consultants (3)	10 man months

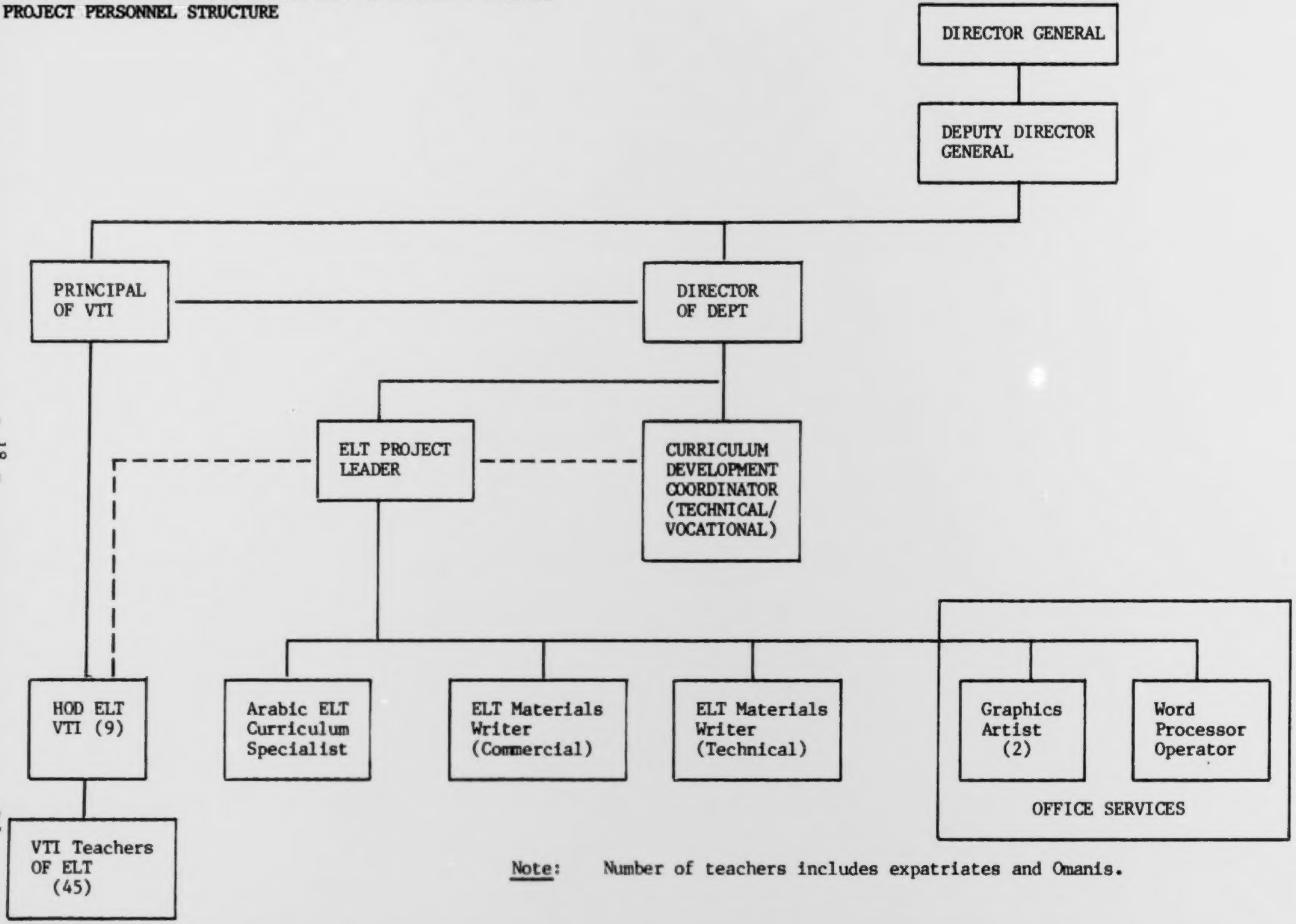
Man Months of Training

1.	English Language Teachers (18)	216 man months
2.	Counterpart English Language Adviser	24 man months

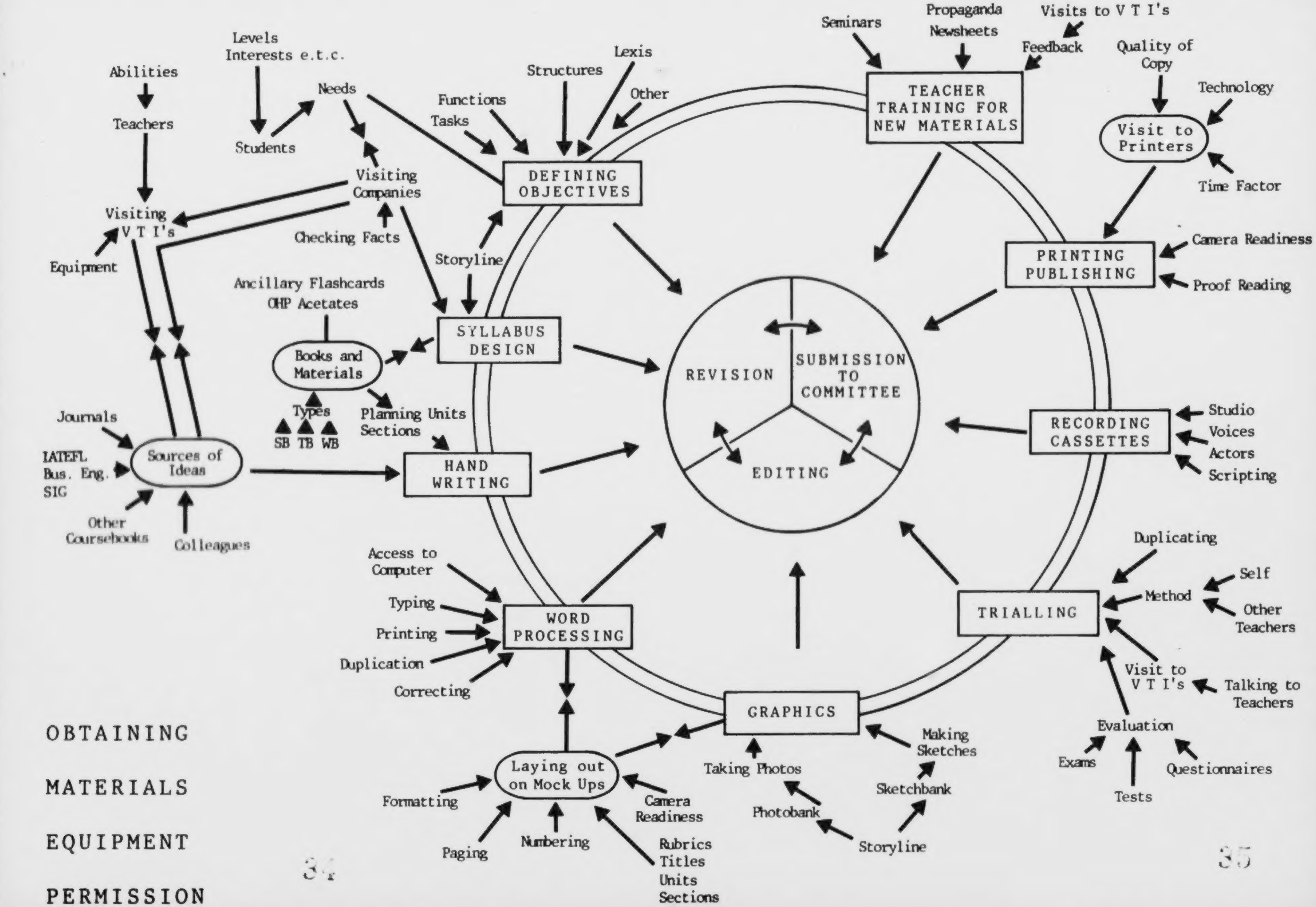
Inputs

	87/88	88/89	89/90	90/91
CAT IV				
KELTs				
Materials Writer (Technical)				
HsOD				
Graphic Artist				
Materials & Equipment				
Consultancies	-	-		
Fellowships	-			

VOCATIONAL TRAINING INSTITUTES ELT DEVELOPMENT PROJECT
PROJECT PERSONNEL STRUCTURE


DIRECTOR GENERAL
DEPUTY DIRECTOR GENERAL
PRINCIPAL OF VTI
DIRECTOR OF DEPT
ELT PROJECT LEADER
CURRICULUM DEVELOPMENT COORDINATOR (TECHNICAL/ VOCATIONAL)
HOD ELT VTI (9)
VTI Teachers OF ELT (45)
Arabic ELT Curriculum Specialist
ELT Materials Writer (Commercial)
ELT Materials Writer (Technical)
Graphics Artist (2)
Word Processor Operator
OFFICE SERVICES

Note: Number of teachers includes expatriates and Omanis.


Abilities
Teachers
Visiting V T I's
Equipment
Levels
Interests e.t.c.
Students
Needs
Visiting Companies
Checking Facts
Functions
Tasks
Structures
Lexis
Other
DEFINING OBJECTIVES
Storyline
Ancillary Flashcards
OHP Acetates
Books and Materials
Types
SB
TB
WB
Planning Units
Sections
SYLLABUS DESIGN
Journals
IATEFL
Bus. Eng.
SIG
Sources of Ideas
Other Coursebooks
Colleagues
HAND WRITING
Seminars
Propaganda
Newsheets
Visits to V T I's
Feedback
TEACHER TRAINING FOR NEW MATERIALS
Quality of Copy
Technology
Visit to Printers
Time Factor
PRINTING PUBLISHING
Camera Readiness
Proof Reading
REVISION
SUBMISSION TO COMMITTEE
EDITING
RECORDING CASSETTES
Studio
Voices
Actors
Scripting
Duplicating
Self
Method
Other Teachers
TRIALLING
Visit to V T I's
Talking to Teachers
Evaluation
Exams
Tests
Questionnaires
Access to Computer
Typing
Printing
Duplication
Correcting
WORD PROCESSING
Laying out on Mock Ups
Formatting
Paging
Numbering
Camera Readiness
Rubrics
Titles
Units
Sections
GRAPHICS
Taking Photos
Photobank
Making Sketches
Sketchbank
Storyline

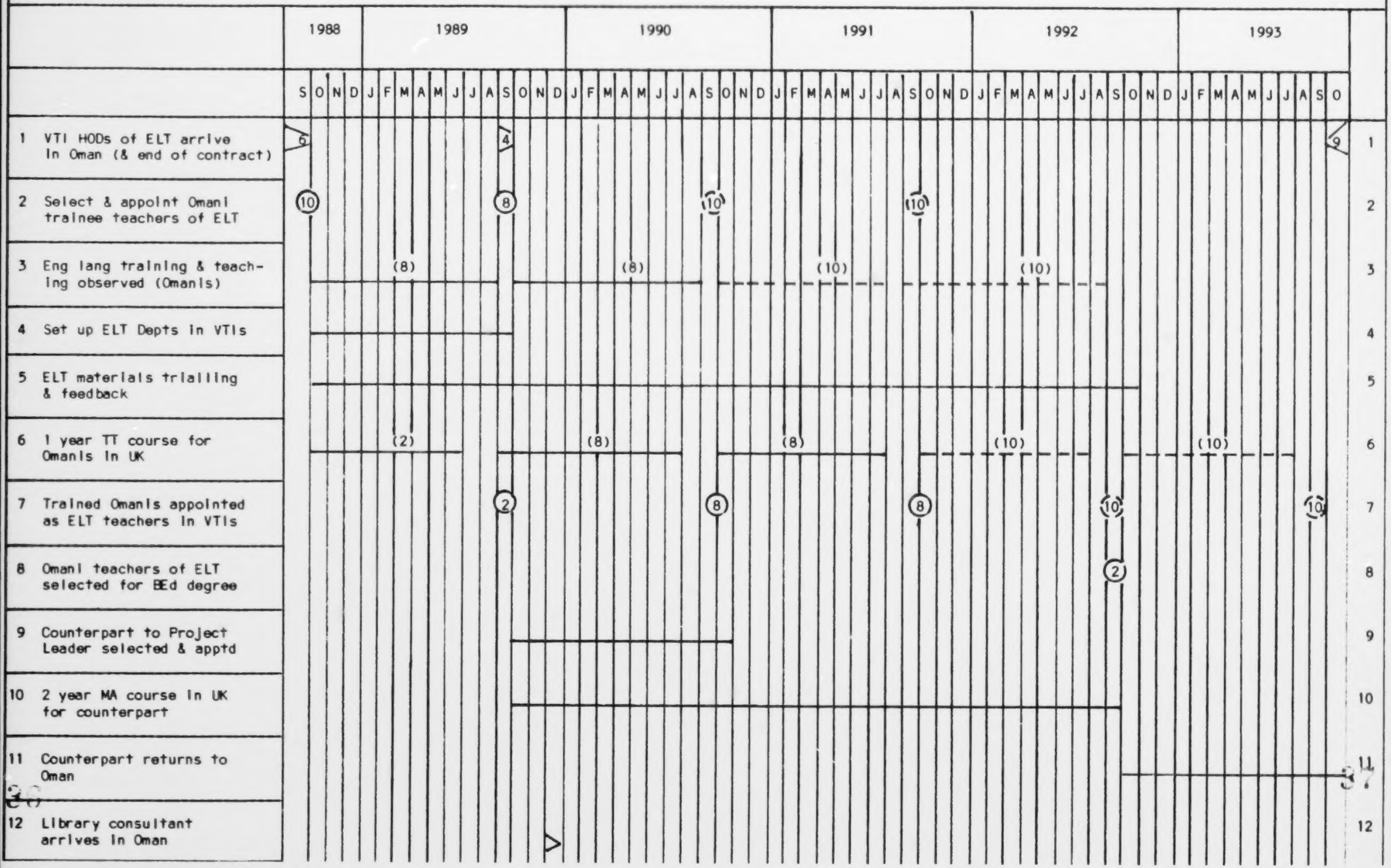
OBTAINING

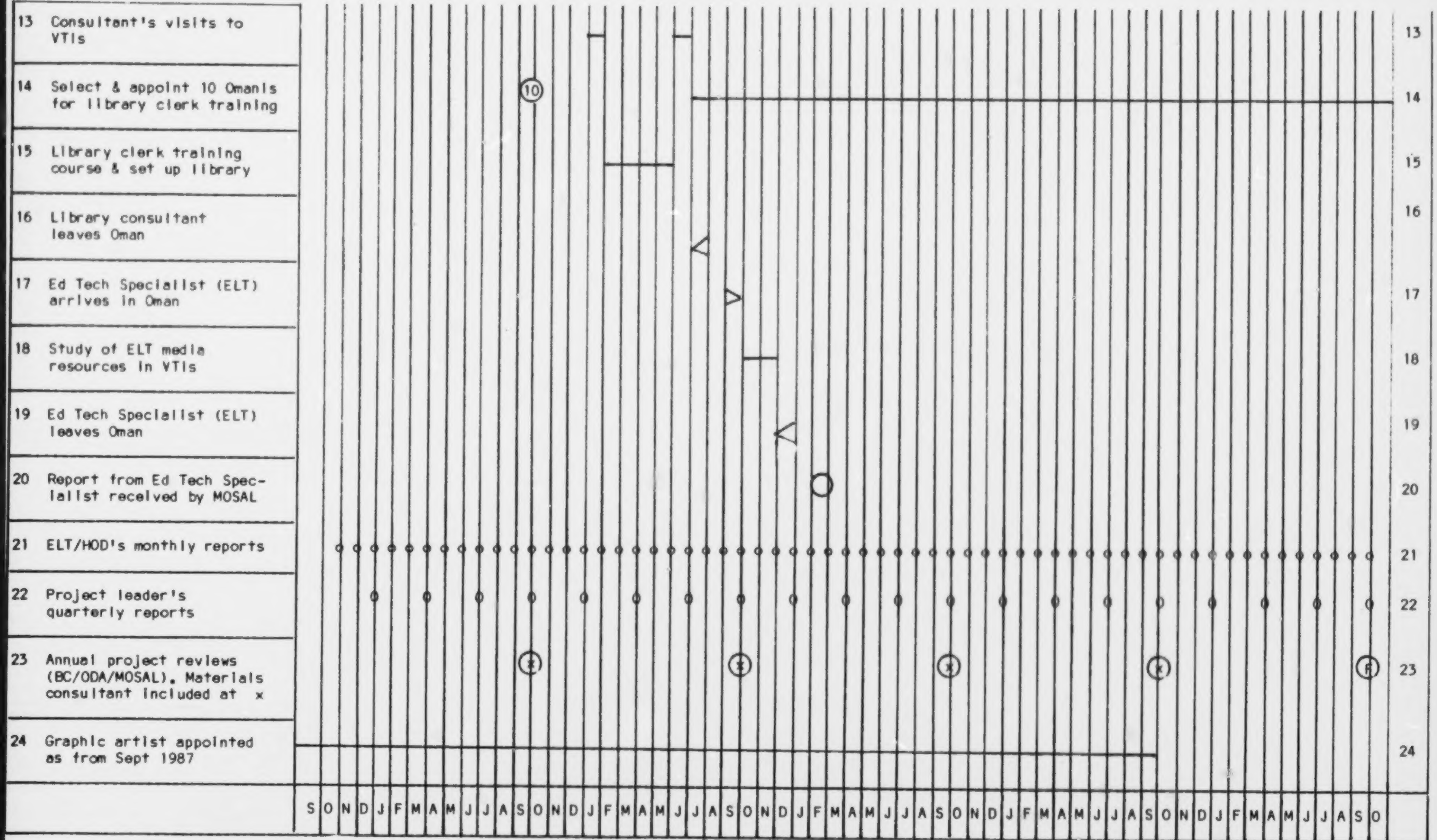
MATERIALS

EQUIPMENT

PERMISSION

VOCATIONAL TRAINING INSTITUTES: VTI DEVELOPMENT PROJECT - BAR CHART




13 Consultant's visits to VTIs
14 Select & appoint 10 Omanis for library clerk training
10
15 Library clerk training course & set up library
16 Library consultant leaves Oman
17 Ed Tech Specialist (ELT) arrives in Oman
18 Study of ELT media resources in VTIs
19 Ed Tech Specialist (ELT) leaves Oman
20 Report from Ed Tech Specialist received by MOSAL
21 ELT/HOD's monthly reports
22 Project leader's quarterly reports
23 Annual project reviews (BC/ODA/MOSAL). Materials consultant included at x
x
x
x
x
F
24 Graphic artist appointed as from Sept 1987
S O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O
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3.0 THE BERGENIA CASE STUDY SIMULATION

Ronald White

As an introductory exercise, the five case-study groups were to apply the Project Framework (PF) approach in preparing a proposal for the Republic of Bergenia. The work fell into two stages:

Stage 1

Each group engaged in a survey activity intended to promote group identity, insight into group dynamics, and discussion of appropriate research procedures. By the report-back stage, most groups had achieved some sense of identity, as yet on sometimes dubious bases (the shared sense of failure among surveyors of Cumberland Lodge windows, the vainglory of the picture experts). There were signs of incipient personality-clash, and considerable inter-group divergence in research strategy. Public discussion was restricted to the latter issue. Suggestions for appropriate strategy included preliminary brainstorming, clear definition of terms, and the need to base even qualitative judgements on a foundation of systematic data-collection.

Stage 2

The Bergenia simulation aimed to raise issues associated with project planning and to give participants an opportunity to apply some principles of the project framework.

Each group was given the same goal:

- to assist in the design and implementation of a new curriculum for secondary schools in Bergenia

and was issued with the following background documents, seen as representative of those available to project designers in the real world:

1. **Profile of Bergenia**

   - Bergenia is a republic with President and National Assembly elected for five years. The two main parties are BPDA (Bergenian People's Democratic Alliance) which currently holds a narrow majority, and the URP (United Republical Party).

   - The Government is highly centralised, and all decisions are taken by the appropriate ministry in the capital, Trahon.

   - The population is roughly 10½ million with about 1 million in Trahon.

   - The economy is well developed and broad based including minerals, agriculture and tourism.

   - Bergenia consists of a number of tribal groups each with associated languages, customs and cultural heritage. French is the only common language and is the official language of the country.

- English is now assuming a more important role in the life of the country, partly as a result of change in political direction, partly because of the increase in tourism, and due to cultural and tribal links with neighbouring English speaking countries.
- Education is free and efforts are being made to educate more girls. The structure is based on the French system. The INP (Institut Pedagogique National) is responsible for specifying curricula and textbooks.
- Teacher education takes place in the Ecole normale superieure. Pedagogical counsellors play an important role in INSET by running two-day seminars for about 50 teachers in local areas.

2. BETA submission on ELT in Bergenia

- The Bergenian English Teachers Association (BETA) has sponsored regional groups and has recommended a number of changes regarding the teaching of English.
- Revision of ELT syllabus for long and short cycles and a change of focus from a grammatical/structural approach to a more functional/communicative methodology.
- Establishment of an English Teaching Unit within the IPN.
- The co-opting of a member of BETA to ETU.
- The involvement of BETA in INSET.
- Consultation with overseas experts.
- ELT to become a priority area for funding.

3. Teacher's Questionnaire

Documentation on:

- Type of institute
- Training received
- Standard of ELT
- Syllabus and textbook choice
- Class size, number of hours
- Motivation of students
- Examinations
- Suggestions for improvement

4. Needs Analysis

- Student profile
- Reasons for learning English
- Knowledge of other languages
- Setting for their use of English
- Proficiency required

5. **Topic Areas and Language Functions**

Detailed list of all topic areas and functions, frequencies, both active and receptive, required in all areas of industry.

6. **Letter on Spectour**

- Discussion of current INSET provisions and future needs.
- Details of increased funding to be made available.

7. **Members of IPN**

- Profile of all members of IPN including the English experts.

The group tasks were as follows:

1. To produce the product: a project proposal in PF format, with appendices if necessary.
2. To observe the process by which that product was reached.

The exercise would contribute towards development of the following:

1. Insight into the PF, and its value as a tool of management.
2. Suggestions for its improvement, possibly in the direction of the humanisation of an apparently mechanistic approach.
3. Guidelines for its application.

At the group discussion stage, two snags appeared. It emerged that the briefing documents contained no mention of the following essentials:

1. A Bergenian request for British assistance.
2. A systematic statement of Bergenia's national priorities, or agreed ODA country policy.

The first problem was resolved on receipt of a minute from Council Representative, Bergenia, relaying rather specific requests from the Minister of National Education. No answer having been received to urgent telexes on the second issue, national policies were appropriately ventriloquised or ignored. Some doubts were expressed as to the wisdom of this procedure, but work continued undeterred and all groups submitted positive proposals in PF format. At the report-back session the following themes emerged:

1. Generally groups had chosen what was seen as a logical route through the PF matrix: down Column 1, and then horizontally across each level.
2. Broadly, this procedure had been workable. But there was need for much further guidance on matrix box roles, distinctions and relationships, the identity of PF consumers, and the uses to which the project document might be put.
3. As a basis for decision, the PF seemed dangerously simplistic. Revised versions should make better provision for qualitative judgements and an indication of strategies for implementation.

Detailed suggestions were listed and were fed back to the group for discussion.

A number of questions arose regarding the PF and can be summarised as follows:

1. It is still not clear who the PF is for. Without clearer guidance from ODA as to who is intended to use it, and how, we cannot decide what information it should contain.

2. There is no place in the PF for long-term objectives or for an indication of what relationship there should be to what follows the Project. ELT Projects rarely come to a sudden stop but require follow-up.

3. The PF does not allow for any statement of strategies, which are important in any judgement about an ELT Project.

4. Does the PF come before or after a feasibility study? Should a feasibility study be written into the PF?

5. There must be a role for the host country in drawing up the PF. Who decides what?

6. The PF says nothing about personalities, or the relationship between personnel or about lines of communciation.

7. The rubrics in all models are insufficiently clear.

8. Danger of too much appearing under assumptions which makes it ambiguous. Suggest using 'prerequisites' and 'risks'.

9. Input column should be divided between donor and recipient obligations.

10. Too much emphasis on PRODUCT rather than PROCESS. Need for qualitative as well as quantitative assessment.

11. A model would assist completion.

12. Add a maintenance dimension after the technical end of the project, ie an 'after sales service'.

The Bergenian exercise provided a great deal of scope for discussion and refinement of the PF approach. As the following three examples of completed PFs show, there are indeed a number of ways of tackling a project and the PF can provide a useful focus for thought and action.

Chair: Elizabeth Michie
Rapporteurs: Sallie Buchan, Jim Davy

PROJECT TITLE:

PROJECT FRAMEWORK

PERIOD OF FUNDING
FROM F/Y TO F/Y
TOTAL ODA FUNDING: £
DATE FRAMEWORK PREPARED/REVISED

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
WIDER (ie Sector or National Objectives) What are the wider problems which the project will help.	What are the quantitative ways of measuring, or qualitative ways of judging, whether these broad objectives have been achieved?	What sources of information exist or can be provided cost-effectively.	What conditions external to the project, are necessary if the project's Immediate Objectives are to contribute to the Wider Objectives?
IMMEDIATE OBJECTIVES What are the intended immediate effects on the project area or target group? What are the expected benefits (or disbenefits) and to whom will they go? What improvements or changes will the project bring about?	What are the quantitative measures (including the realised internal rate of return), or qualitative evidence, by which achievement and distribution of effects and benefits can be judged?	What sources of information exist or can be provided cost-effectively? Does provision for collection need to be made?	What are the factors not within the control of the project which, if not present, are liable to restrict progress from Outputs to achievement of Immediate Objectives?
OUTPUTS What outputs (kind, quantity and by when) are to be produced by the project in order to achieve the Immediate Objectives? Eg teaching institution, miles of road built or rehabilitated, irrigation systems and associated management installed, persons trained.		What are the sources of information?	What external factors must be realised to obtain planned Outputs on schedule?
INPUTS What materials/equipment or services (personnel, trained etc) are to be provided at what cost, over what period, by: - ODA - other donors - recipient?		What are sources of information?	What decisions or actions outside control of ODA are necessary for inception of project?

PROJECT TITLE: Bicycle (Bergenian Improved Curriculum for Young Communicative Learners of English)
PROJECT DESCRIPTION: To improve the ELT provision in the secondary sector through the establishment of an English Teaching Unit

PROJECT FRAMEWORK

PERIOD OF FUNDING: 9 years
FROM F/Y 1988/89 TO F/Y 1997-98
TOTAL ODA FUNDING: £
DATE FRAMEWORK PREPARED/REVISED: 12.8.87

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTITIED OR ASSESSED	IMPORTANT ASSUMPTIONS
WIDER OBJECTIVES To enable Bergenians to participage more effectively in the areas of the country's economic development that require English.	1. In 1994 short-cycle school leavers with improved English language skills will be available to enter the labour market. 2. In 1997, long-cycle school leavers with improved English language skills to enter higher education/professions.	1. Employment statistics by sector. 2. Judgements of employers. 3. Reports on academic progress in higher education.	1. That the present important role of English in the economy continues. 2. That it continues to be economically viable to Bergenianise the industrial and economic sectors.
PROJECT PURPOSE To establish an effective system of English language teaching and learning in the short- and long-cycles of the secondary sector.	1. By Sept 1988, ETU staff will be at post. 2. By Sept 1989, ETU fully operational. 3. By Sept 1989, ETU to have completed needs analysis survey. 4. By Oct 1989, consultative committees at central and regional level functioning: membership to be representative of ETU, Inspectorate, Examinations Dept, Teachers, BETA and Employers Federation.	1. Joint annual Bergenian/ODA review. 2. Annual reports from consultative committees. 3. Inspectors' termly reports. 4. Term reports on UK based trainees from UK institutions. 5. Reports by consultants.	That personnel and facilities will be available.

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTITIED OR ASSESSED	IMPORTANT ASSUMPTIONS
PROJECT PURPOSE (cont)	5. By Nov 1989, potential trainers to be identified for training in oral exam techniques/ syllabus implementation. 6. By March 1990, first draft of short-cycle syllabus and revised exam format approved by Ministry. 7. By March 1990, support material selected and approved. 8. By August 1990, INSET completed for first year of short-cycle. 9. By Sept 1990, ETU counterparts to training overseas. 10. By Sept 1990, first year short-cycle syllabus and materials in use. 11. By July 1991, first year of new syllabus for short-cycle taught, tested and reviewed. 12. By Sept 1991 counterparts return. 13. By Sept 1992 counterparts assume control of INSET and syllabus/ examination. 14. By Sept 1994 first syllabaus for long-cycle ready for trialling. 15. 1994-97, same trialling and review process repeated. 16. By 1998, new 'terminale' exam held.		

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTITIED OR ASSESSED	IMPORTANT ASSUMPTIONS
OUTPUTS 1. Syllabus and exams for short-cycle. 2. Syllabus and exams for long-cycle. 3. INSET trained teachers. 4. Students having completed the revised English course. 5. Trained ETU staff.		1. Tracer studies by consultative committees. 2. Educational statistics.	Continuation of present education/language policy.

INPUTS	**Bergenia**	**ODA**
Staffing:	1 Head of ETU 2 Counterparts of Advisers Secretarial and support staff	2 Advisers EL - curriculum/testing - teacher training 1 Consultant - testing 2 Link visits for each cycle; teacher training 1 Review consultant
Facilities:	ETU office space and furnishings Regional INSET accommodation including workshop facilities Accommodation for expatriate staff and visiting consultants	
Transport	In-country travel funding for teachers and ETU staff	1 Project vehicle with travel and maintenance funding
Equipment	Reprographic equipment - ETU Stationery Audio equipment - schools Syllabus support materials for school pupils	Project-dedicated equipment - reprographic - audio - video Project resource materials BPP for schools: class libraries
Training	Subsistence for INSET and consultative committee meetings	Scholarships for 2 x 1 year MA in UK Scholarships for short courses in testing and teaching training in UK

PROJECT TITLE: Bergenian Curriculum Development   PROJECT FRAMEWORK   PERIOD OF ODA FUNDING

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
WIDER OBJECTIVES To help develop an educated work-force, which will contribute to the socio-economic development of Bergenia, particularly in agriculture, mining and tourism.	1. From 1994, those leaving school with brevet will enter the labour market/further training with adequate English communication skills. 2. From 1997, those leaving school with baccalaureat will enter the labour market/tertiary education with adequate English communication skills.	1. A satisfactory pass-rate in the new English examination. 2. Judgement of employers in priority areas. 3. Tracer studies of employability.	1. Continuation of present Bergenian policy on socio-economic development. 2. Continued use of English in priority fields. 3. Continued employability of school leavers in priority areas. 4. No increase in school drop-out rate.
IMMEDIATE OBJECTIVES To provide students leaving secondary school at both short- and long-cycle levels with adequate English communication skills by: 1. The establishment of an English teaching Unit in the IPN. 2. Revision of the English language syllabuses and examinations. 3. Appropriate in-service training of teachers.	1. From 1994, 5,000 school leavers per annum at brevet level will have English communication skills appropriate to Bergenian needs. 2. From 1997, 1,000 school leavers per annum at baccalaureat level will have English communication skills appropriate to Bergenian needs. 3. By Oct 1988, an ETU will have been established. 4. From 1991 the first part of new English syllabus will have been implemented. 5. In 1991, the new English exam will be introduced at short-cycle level. 6. By 1994, English teachers from all schools will have received in-service training in the use of the new syllabus.	1. Reports from: Ministry of Education Head of IPN Head of ETU In-service training tutor Testing consultant ELT Adviser 2. Year marks and exam results. 3. Teacher feedback. 4. BETA feedback.	1. Reports forthcoming and on time. 2. Availability of appropriate staff. 3. Availability of facilities and supplies. 4. An efficient and clearly defined relationship between the ETU and other Sections of the Ministry. 5. English textbooks produced by IPN will not be inconsistent with the aims of the project. 6. Commitment to time-scales by all parties.

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
OUTPUTS			
1. The English Teaching Unit within IPN.	- by October 1988	As for Immediate Objectives	The arrival of equipment and supplies on time. Availability of support staff at appropriate times.
2. A revised English syllabus for short- and long-cycles.	- by 1991/by 1994		
3. Revised exams at brevet and baccalaureat levels.	- by 1994/ by 1997		
4. In-service training courses for teachers.	- from 1990-94		
5. School leavers with English communication skills appropriate to Bergenian needs.	- from 1994		
INPUTS **Bergenia**	**ODA**	'Visual verification'	Greater efficiency in provision of UK support services.
Personnel: Head of ETU 4 ETU ELQ staff 1 Project Secretary 1 Typist 1 Messenger/Cleaner 1 Library Assistant	1 ELT Adviser 1 Testing Consultant (to establish a pattern of continuing consultation services 1 In-service tutor (3 weeks x 3 years)		
Services: Travel Budget Maintenance contracts	MA Training Awards (2 in 1989-90; 2 in 1990-91) Seminar Budget		
Materials: Premises for ETU Typewriters (2) Air-conditioning Office Furniture Stationery	Word Processor Photocopier Reference Books (BPP) Cassette Recorder		

PROJECT TITLE: Bergenia PROJECT FRAMEWORK PERIOD OF ODA FUNDING

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
WIDER OBJECTIVES			
1. To upgrade English nationally in order to enable the workforce to play a full and effective part in Bergenia's economy.	1. Significantly greater number of Bergenians taking up employment in posts requiring English language skills.	1. Manpower planning figures.	1. The situation resulted purely from language-related factors.
2. To improve the teaching and learning of English in the school system to meet the needs of the individual and of society.	2.1 Improved performance on objective measures within secondary and tertiary education. 2.2 More immediate take-up of employment by secondary school graduates in posts requiring English language skills.	2.1 Data from examination system/ examination results. 2.2 Manpower planning figures.	2.1 The examination system can yield this type of information. 2.2 Only language-related factors are involved.
IMMEDIATE OBJECTIVES			
1.1 To design and introduce a new curriculum for English for the school system reflecting national objectives. 1.2 To draw up syllabus specifications based on the new curriculum and incorporating appropriate methodologies.	1.1, 1.2 Adoption of the new curriculum and syllabuses.	1.1, 1.2 MOE officially endorses the new curriculum and syllabuses.	1.1, 1.2 National objectives can be translated into a workable curriculum.
2. To improve the standard of existing and newly-appointed English teachers through a nationwide system of in-service training.	2. Teachers demonstrate an ability to handle the new curriculum. Students show improved performance in English language.	2. Reports by Inspectors and Pedagogic Counsellors. Examination results and classroom observation of student performance.	2. Inspectors and pedagogical counsellors can evaluate performance effectively.

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
IMMEDIATE OBJECTIVES (cont)			
3. To revise the examination at quatrieme and terminale to reflect and reinforce changes in the school curriculum.	3. New examinations come into force at the different levels on schedule.	3. Independent analysis of new format examination papers against new curriculum.	3. The examination is a valid measure of student level. Information is available on employer satisfaction/dissatisfaction with school graduates.
4. To set up an English Teaching Unit in the IPN to realise the above objectives and to promote the future development of ELT in the country.	4. The English Teaching Unit exists as a staffed entity. It is seen to be fulfilling its functions.	4. The extent to which ETU proposals, materials, training programmes are being implemented.	4. No budgetary constraints hinder implementation at a national or local level.
OUTPUTS			
1.1 New English curricula for short- and long-cycles in the secondary school system.		1.1 As for Immediate Objective 1.1.	
1.2 Yearly syllabuses for each cycle.		1.2 As for Immediate Objective 1.2.	
2.1 Yearly syllabuses for each cycle:		2. As for Immediate Objective 2.	
2.1 A national master plan for INSET, specifying: 2.1.1 timing and coordination 2.1.2 personnel involved in training 2.1.3 number of participants to be trained 2.1.4 type of courses required 2.1.5 materials specification 2.1.6 budget		Additionally, data from local training centres on conduct of national INSET training centres, and feedback from BETA on in-service training.	

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
OUTPUTS (cont)			
2.2 Training materials: 2.2.1 materials for trainers 2.2.2 materials for teachers			
2.3 Personnel trained 2.3.1 all trainers 2.3.2 x number of teachers			
3.1 New examinations in use.		3. Sample examination papers. Independent assessments (eg by Spectourists), annual reports from Examinations Department, feedback from BETA members.	
3.2 Personnel trained in writing and marking new exams.			
4.1 An established and staffed ETU.		4. As for Immediate Objective 4.	
4.2 An ETU Steering Committee to liaise with other relevant departments in the Ministry and to facilitate implementation of ETU work.			

INPUTS	**UK**	**Bergenia**
Staffing:	Design Consultants (INSET and exam/curriculum) - 2 man months	
	1 TCO (exam/curriculum) - 3 years	3 Counterparts
	2 TCOs (INSET) - 10 person years	6 Counterparts
		1 Administrator
		1 Typist
		1 Technician
		1 Librarian
		1 Artist/Designer
		2 Messengers
		2 Reprographics staff
	10 VSOs or equivalent - 40 person years	10 Conseillers pedagogiques

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
INPUTS (cont)	**UK**	**Bergenia**	
Equipment:	Word Processor Photocopier Duplicating machines - 2 HQ + 10 Regions Cassette players - 2 HQ + 10 Regions Scanner Video and monitor OHP Basic library equipment	Typewriters - 2 HQ + 10 Regions	
Consumable items:	Starter supply (office stationery) Blank cassettes, reprographic materials - £2,000	On-going supplies of stationery	
	Book presentation - £15,000 (including pre-recorded cassettes)	Secure rooms - 10 HQ rooms, 2 rooms each Region	
	2 Land Rovers - £20,000 TCOs' subsistence	Fuel and maintenance Drivers Participants' travel and subsistence	
	Examination (3 staff) - 12 man months Curriculum (1 staff) - 12 man months HQ INSET staff (6 staff) - 72 man months Regional Officer - 10 short courses Spectours (testing, syllabus design) Project evaluation and managementof INSET		
		Internal and external project evaluations (both formative and summative).	

PART TWO

CASE STUDIES

4.0 INTRODUCTION

The case studies for this year's seminar all involved the same task: to look at the KELT project under discussion in terms of the ODA's Project Framework, and to use it to focus on aspects of project structure and evaluation. The five projects to be considered this year relate to Ghana, Indonesia, Mali, Tanzania and Yemen.

Case study materials, though not exhaustive, attempted to give participants as much background information as possible relating to the country, its institutions, the Council, ODA's work and the KELT project. Due to lack of space in the Dunford Report, it is not possible to reproduce all the case study materials here. However, they can be obtained from ELSD on request.

The five case studies were presented in plenary session after which groups worked for roughly twenty hours to produce a package of documents comprising:

1. Background information given in the form of a project memorandum or an excerpt from a similar paper.

2. A completed Project Framework Matrix including any amendments to the original PF supplied by ODA.

3. Annexes to the Project Framework Matrix if required for further clarification.

4. Comments on the process involved in completing the task and, where appropriate, a guide outlining the path taken through the Matrix.

It is hoped that the resulting data present a coherent and logical account of the strategies used to execute the task to the satisfaction of all concerned.

5.0 GHANA

Presenter: B Sesnan

After a decade of economic decline, Ghana is rapidly recovering and redeveloping her economy, especially in the south of the country. In the Education Sector, a major restructuring of the school system is due to begin in the current academic year, as part of a World Bank funded programme. The restructuring consists of the introduction of a 3-year Junior Secondary School cycle after the Primary stage, to replace the present mixed system of Middle Schools, Secondary Schools and Experimental Junior Schools. The 'JSS' scheme, as it is known, will form the middle part of a 6-3-3 school system, the first nine years of which will be free and compulsory. It is planned that up to 7,000 new schools at JSS level will open in September 1987, catering for an intake of approximately 250,000 children. To help finance such a large scale structural change, a loan of $35 million has been negotiated with the World Bank, augmented by a $1 million donation from ODA for equipment.

The JSS programme will inevitably create serious problems of staffing and training, especially in view of the uncoordinated nature of in-service teacher training in the country, and the fact that during the years of economic decline, many teachers left the country (only now beginning to return) and many of the training colleges were forced to close down: in 1976 there were 72 such colleges; today there are only 37.

At the present time, there seems to be a concerted attempt by the government to promote the JSS idea, especially through the media, and to pour all available resources into the scheme. Nevertheless, some opposition to it can be expected (and has already been expressed) both on political and educational grounds.

PROJECT MEMORANDUM

EDUCATION SECTOR ADJUSTMENT SUPPORT PROJECT: GHANA

1. Objectives

To support the Government of Ghana in the implementation of the educational reforms to be carried out under the provisions of the World Bank Education Sector Adjustment Credit by:

1.1 providing a programme of assistance concentrating on the creation of a Junior Secondary School System including the conversion of existing Middle Schools under the 6-3-3 year system planned for the first and second cycle institutions, and

1.2 specifically focusing on improvement to the quality of teaching and learning of Mathematics, General Science, Vocational Studies and English through assistance to the 3 year pre- and in-service training for Junior Secondary School teachers.

2. Project description

2.1 The project will cover the four year period, financial year 1988/1989 to 1991/1992 inclusive.

2.2 The project will have the following main components:

2.2.1 targetting of assistance to teacher education at pre- and in-service levels by providing 4 TCO posts, 2 in English and one each in Maths and Science, and the provision of consultancy support in Vocational Studies;

2.2.2 the incorporation of Voluntary Service Overseas (VSO) or Benefit Posts at teacher training level to provide local support, feedback and materials trialling;

2.2.3 the provision under the Technical Cooperation Training Programme of UK training awards for Ghanaian staff working with the team and for those whose work is associated with teacher training, examining and curriculum development;

2.2.4 the provision of visiting British specialists under the British Council's Spectourists Scheme to provide support to in-country workshops in teacher education, examining and curriculum development;

2.2.5 the provision of reprographic and word processing equipment and initial related supplies of consumable materials to form the basis of a low cost materials production facilities within the Junior Secondary School Unit;

2.2.6 the supply of general science kits to Junior Secondary Schools under the British Programme of Aid;

2.2.7 the allocation of £100,000 per annum for the purchase of textbooks under the British Books Presentation Programme;

2.2.8 the provision of four Land Rovers with supplies of spares, two vehicles to be allocated to the project advisory team and two to the use of Regional Coordinators.

3. Government of Ghana contribution

The Government of Ghana will:

3.1 Appoint a Ghanaian counterpart Director for the JSS Unit.

3.2 Identify, appoint and meet the costs of 4 local subject specialists as counterparts to the TCOs.

3.3 Appoint and provide costs for:

one administrative officer
two secretaries
four drivers

3.4 Provide office premises for the JSS Unit attached to the GES.

3.5 Provide office space for 10 Regional Centres.

3.6 Also provide:

- basic office equipment for the JSS Unit and 10 Regional Centres;
- fuel for the four project Land Rovers;
- costs of printing and prodution of project materials;
- cost of transport and distribution of materials;
- local costs for in-country seminars and workshops.

4. Implementation

4.1 Provision of textbooks and science equipment will be administered by the British Council but distribution will be administered by the Ghana Education Service.

4.2 The four Category IV team members will be recruited by the British Council in consultation with the Ministry of Education.

4.3 The four Category IV team members together with the local Director and four subject specialists will constitute a Junior Secondary School Unit sited within the Ghana Education Service.

4.4 In-country management of the project will be the responsibility of the senior ELT Technical Cooperation Officer, 30% of whose time will normally be devoted to administration (60% in the first year). The Project Manager will report directly to the Director of Teacher Education on the Ghanaian side and to ODA via the British Council Representative on the British side.

4.5 Scholarships and travel grants will be administered by the British Council in consultation with the Ministry of Education and the Ministry of Finance and Economic Planning Manpower Division. Selection of candidates will be on the advice of the Project Manager and local Project Director.

4.6 Workshops in Ghana involving UK based tutors will be administered by the JSS team in consultation with the British Council Representative.

4.7 Local costs for Category IV staff other than clerical/typing support and fuel costs will be borne by ODA and administered by the British Council.

4.8 Local costs for the transportation of Ghanian teachers and trainers will be the responsibility of the Government of Ghana.

5. Project Monitoring

5.1 The Project will be continuously monitored by a senior officer appointed by the Minister of Education, the British Team Leader and the British Council Representative.

5.2 Formal reviews will take place annually and will include the ODA Education Adviser as well as representatives of the Ministry of Education and the British Council.

6. Finance

To be financed from technical cooperation funds plus specific programme aid.

PROJECT FRAMEWORK

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
WIDER OBJECTIVES 1. To make the education system more cost effective. 2. To provide a free nine year cycle of basic education available to all. 3. To provide an education which enables the school leaver to play a full and effective role in Ghanian society and in the national national economy. 4. To these ends: 4.1 Introduce a three year Junior Secondary School cycle. 4.2 Design and implement a new curriculum	1. Ministry of Education statistics, financial data, reports, etc. 2. Data on number of children leaving and entering the JSS cycle. 3. A greater number of school leavers being absorbed into the national economy. 4.1 The structure of the JSS system is established in all areas. 4.2 The new curriculum exists, reflects national objectives, and is established in all areas.	1. Sources of information: educational reviews, reports, statistics. 2. As above. 3. Questionnaires to employers, manpower figures, tracer studies. 4.1 Education statistics and reports. 4.2 Reports from regional officers and inspectors; a significant improvement in examination pass rates after detailed comparison studies, direct observation.	1. - 2. Nine year cycle will in fact improve quality of education. 3. As above. Economy can absorb such school graduates. 4. JSS system is best solution to structural problems of education.
PROJECT OBJECTIVES 1. To contribute to the quality of the teaching and learning of English in the JSS through: 1.1 the provision of effective in-service and pre-service teacher training. 1.2 assistance in the revision of school and college examinations to reflect and reinforce changes in the school curriculum. 1.3 provision of support for curriculum evaluation and development in JSS schools.	1.1 By the end of the academic year 1991, 7,000 English teachers will have been retrained for the JSS system. 1.2 A new Certificate English examination for the 3rd year of the JSS cycle, reflecting the new curriculum, is introduced. 1.3 Production and implementation of a Teacher's Guide for the new textbooks for English in the JSS schools.	1.1 Seminars occur as planned (statistical data from the Ministry of Education). Attendance figures for Modular Programme meetings; wide availability of material for trainers and trainees; performance results of trainees and tutors supplied by Circuit Officers and Area subject specialists; feedback from participants. 1.2 A new certificate examination is in use, evaluated in relation to the new curriculum and subjected to independent analysis. 1.3 Inspectors' reports on the use and effectiveness of Teachers' Guides, and personal observations. Feedback from participants in seminars.	1. There are parallel objectives for Maths, Science and Vocational Studies.

PROJECT STRUCTURE INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
OUTPUTS		
1. Trained Personnel 1.1 A cadre of effective trainers 1.2 n trained teachers 1.3 q retrained teachers (n + q = 22,000) 1.4 approx 7,000 Heads and Circuit Officers oriented to new curriculum	1.1) Ministry of Education 1.2) figures; course reports; 1.3) feedback from Circuit 1.4) Officers and trainees; small-scale follow-up study by JSS Unit	1.1 Tutors/area subject specialists will have sufficient material/intrinsic motivation to make an effective contribution. 1.2/1.3 Pay, economic conditions, working conditions in new JSS will attract and retain a cadre of teachers. 1.4 Familiarisation with training goals for other subject areas will be handled under the same programme.
2. Materials 2.1 revised training materials for PS modular programme 2.2 revised training materials for pre-service post-secondary teachers 2.3 teachers' guide to new JSS text	2. Materials: materials are in use throughout the country and are reviewed and assessed internally and by visiting consultants.	2.1 - 2.2 - 2.3 Some form of written guide for teachers (to textbooks) is deemed to be necessary by curriculum development authorities.
3. Exams 3.1 revised exam for PS colleges 3.2 revised exam for English at JSS level	3. Exams: see 1.2 above.	3.1/3.2 The relevant examination bodies (University of Cape Coast and the WAEC will be open to a Project contribution to exam revision.
4. Systems 4.1 establishment of JSS unit within the Teacher Education Division of GES 4.2 programme of annual orientation courses for: - trained and untrained JSS teachers - National Service Conscripts - non-teaching Heads and Circuit Officers	4.1 A JSS Unit is in operation fulfilling its functions adequately. Sources of information: Ministry reports, organogram, subjective data (interviews, observations etc). 4.2 See 1.1 abvoe.	4.1 JSS Teacher Training Unit will house ODA experts in other subject areas. Provision of staff and resources without explicit structure will be ineffective. GES will be prepared to redeploy/appoint Ghanaian staff for a JSS training unit. 4.2 -

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
INPUTS			
UK	Ghana		
Personnel 2 Advisers based in JSS Unit 10 VSOs/Benefit posts, one in each region 2 Spectourists in Testing 2 Spectourists in ELT teacher education for 5 four-day seminars for tutors and regional subject specialists (250 total)	Unit Director 2 English specialistss 10 English specialists - one in each region Local costs Local costs for participants		Personnel Counterparts will be identified and appointed to the JSS Unit. VSO will be willing to cooperate on project and sign parallel agreement: outline budget should be available in event that benefit posts have to be negotiated instead. WAEC and Cape Coast University cooperate effectively with CRRD in producing an exam which aims to reflect new JSS and training college curricula. WAEC and Cape Coast University will call on British ELT advisers to sit on examination committees (continuing past practice).
UK training Scholarship funding over 4 years for: - 10 Subject Specialists (2 term course including attachments) - 40 college tutors (short courses in methodology/trainer training)			UK Training GES will release personnel for training/ ensure substantial length of service in regions thereafter.
Transport 4 Land Rovers 2-year spares kits Fuel allowance Maintenance costs	4 drivers Allocation of fuel (12 x 4 drums per year		Transport Vehicles and drivers will devolve to JSS Training Unit at end of project, to facilitate future coordination of training. GES fuel provision will continue at same rate.
Equipment 1 Word processor + high quality printer 2 Typewriters 1 heavy duty photocopier 1 electronic scanner Starter stationery stock 2 Tape recorders (mains/battery)	Duplicator Standard office equipment Stationery supplies		Equipment Basic office equipment will also be supplied by Regional Offices for English specialists and regional coordinators. Similar provision exists for other subject area project/TC posts.
Premises Housing provided through Council for 2 TCOs Office space in Council Office, Kumasi, for JSS Project	Rent subsidy for 2 TCOS JSS Unit office accommodation - Director's office - 3 Specialists' offices - Admin office - Large seminar room - Store room		Premises TCO accommodation arrangements follow existing practice for BC Accra. VSO will make separate agreements and/or additional arrangements will be required for benefit postholders. Regional offices will provide basic office facilities for English specialists and regional coordinators.

Further notes to be read as an Annexe to the Project Framework Matrix

STRATEGIES/JUSTIFICATION FOR THE PROJECT

Project Objectives

Propose that Vocational Studies is handled through advisory visits, not the TCO post; this funding can then be redeployed to fund other subject areas including English.

The main thrust is in pre- and in-service training. A deep involvement in the exam system is feasible. A great deal of curriculum work for the JSS has already been done.

Outputs

1.1 'Trainers' - Tutors in the English sections of the PS Colleges.

1.2/1.3 In-service training is an essential response to the problem because only 118 JSS schools exist at present with 6,000 new schools about to open; existing JSS staff will have to adjust to the new curriculum; the bulk of the new teachers will be co-opted from middle schools and require professional upgrading in addition. Thousands of these are in fact untrained and require the complete Modular Training Programme. Pre-service involvement is necessary to ensure that newly-qualified teachers enter the JSS schools appropriately trained.

1.4. Heads/Circuit officers are administrators with no ELT background, but whose understanding and approval of the revised English curriculum and teacher training goals of the JSS system is crucial. Some Heads may be identified as supplementary trainers through their own familiarisation programme.

2.1/2.2 Design and production of training materials are part of the remit of TED as opposed to CRDD): modular materials already produced with Middle school teachers as the target will need revision: pre-service training is not yet re-oriented to the new JSS curriculum; no coherent materials exist for annual orientation programmes for all categories of teacher.

2.3 CRDD has remit for schools curriculum and materials: new English textbooks have been written; a Teacher's Book has been budgeted for but has not yet been produced. Project input might be production of the Teacher's Book; more likely it will take the form of parallel notes on particular teaching problems, methodological considerations, translation of curriculum into practical classroom conduct - in short, a means of indirect training through guidance in teaching.

3. TED does not have responsibility for school or college examinations: however, it is a project intention to affect examination revision by assisting the examining bodies WAEC and University of Cape Coast, since re-training effort will be thwarted if teachers work to an unadjusted examination.

4.1 Existing staff structure of TED consists of a Director and a 3-man in-service training unit. Creation of a JSS Teacher Training Unit within TED is an essential prerequisite to this project for these reasons:

i. to avoid the risk of the project coming under the in-service training unit which has low status;

ii. to provide a structure dedicated to teacher training for JSS development only and directly accountable to Director TED;

iii. to avoid pre-emption of staff equipment, resources, supply for JSS development, for other purposes;

iv. to leave behind a mechanism for ongoing teacher training specifically for the JSS, or for staff and resources which can be absorbed into TED to strengthen its overall administrative/training capacity.

4.2 Annual orientation courses are already a recognised training mechanism, though poorly planned, resourced, and coordinated. Project intention is to systematise and extend orientation courses for JSS teachers, provide separate programmes for different categories of teacher, produce coherent materials and provide the means for countrywide coordination. When orientation courses are not running staff and resources will serve to strengthen the in-service phase of theModular Teacher Training Programme.

Inputs

Personnel

One Adviser primarily responsible for materials production and inputs to exams/curricular revision: essentially a non-travelling post.

One Adviser primarily responsible for planning, design, and coordination of training countrywide: essentially a travelling post.

The VSO/Minor Benefit regional coordinators (minimum 7, maximum 10) will provide inputs, working alongside Ghanaian subject specialists in the regional education offices, to all levels of JSS teacher training, in the form of course planning, coordination (timing, standards of training, supply of materials) and direct training inputs to training colleges and 'local training clusters' (Modular Programme) and annual orientation course. Posts could be grouped to some extent to provide mutual support sharing of limited resources (see groupings attached and a map of relevant educational institutions).

Two inputs to examination revision envisaged:

i. one initial and one follow-up spectour for interdepartmental presentation involving WAEC, University of Cape Coast, exams Department and TED, to provide focus on relationship between curriculum, training and exams.

ii. involvement of one Adviser post in relevant examination committees.

Spectourist input (preferably through Educational Seminars) to assist in 'turning round' College tutors and Ministry of Education specialists who will now have to respond to/train to a new JSS curriculum. Propose one travelling seminar of 3 x 1 week to cover 6 regions in Year 1, and one of 2 x 1 week to cover 4 regions in Year 2: centres to be E Region/Hoe Hoe/Kumasi/Tamale/ Cape Coast. (50 participants per seminar site.)

UK Training

English specialists appointed in each region will require upgrading of both professional skills as trainers and abilities as programme coordinators. Suggest 2-term (20 weeks) UK training consisting of formal study (ELT methods, training techniques, programme design) plus 10 weeks educational visits/ attachments on in-service training programes and course administration.

College tutors of exceptional ability, identified on education seminars/ annual courses, could give lead/additional stimulus to colleagues: attendance on BC summer school or other short course, would provide both professional/ linguistic upgrading and 'natural authority' in the training college. Approximately one award per college over 4 years (ie 39 awards over 4 years) plus a few slots for JSS Unit personnel.

Transport

One Land Rover for each TC (ELT Adviser): two Land Rovers as pool for essential transport requirements of Regional Coordinators/English specialists. ODA fuel allowance is essential to provide a degree of independence of action and guard against any temporary shortfalls in GES provision.

Equipment

Equipment is destined for centralised production of training materials.

Premises

1-room office space in BC Kumasi invaluable as staging post/supply point for project work in central/northern areas. Need not be retained after project life.

Projected Costs of UK Inputs (ELT Component only)

NB: Not adjusted for UK/local inflation or for risen costs. All costs are in £ (thousands).

	88/89	89/90	90/91	91/92	COST
1. **Staff**					
KELT Advisers x 2 @ 35K post average	52.0 (73%)	72.0	72.0	48.0 (67%)	
VSO/Benefit Posts x 10 (topping-up 1440 pa)	10.5 (73%)	14.4	14.4	9.6 (67%)	
Airfares 500 return x 2 trips x 14 (element for spouses)	7.0		7.0		
Baggage allowances 300 x 10	3.0		3.0		
	72.5	86.4	93.4	60.6	312.9
2. **UK Training**					
10 Subject Specialists (3-3-2-2): 20 weeks training + fares £5000	15.0	15.0	10.0	10.0	
40 College Tutors (short courses) @ 10 pa: 4 wks course fee + airfares (£650 + 500)	11.5	11.5	11.5	11.5 *	
	26.5	26.5	21.5	21.5	96.0
3. **Specialist Tours**					
NB: Subsistence 350/fee 250 = £600 pw					
Exam Specialists: 1 Spec x 2 wks + fares (2 visits)		1.1		1.1	
Training Specialists (Year 1) 2 spec x 3 wks + fares	3.8				
Training Specialists (Year 2) 2 spec x 2 wks + fares		2.2			
	3.8	3.3		1.1	*8.2
4. **Transport**					
4 Land Rovers + Spares	48.0				
Fuel Allowance	2.8	3.2	3.2	2.5 (67%)	
Maintenance 200 pa x 4	0.8	0.8	0.8	0.8	
	51.6	4.0	4.0	3.3	62.9
5. **Equipment**					
Package costed separately	5.2				
Packing/shipping 25%	1.3				
	6.5				6.5
TOTAL ANNUAL COMMITMENT	160.9	120.2	118.9	86.5	486.5

NB: Excludes BPP provision for JSS (100 K pa): proportion of ELT titles not ascertainable.

* BC Cost (N60)

Appendix 1

FUNCTIONS OF JSS UNIT

A. Materials' Production for:

- pre-service teacher training in JSS colleges
- modular programme for in-service initial teacher training
- annual seminars for:
  - i. re-training of teachers;
  - ii. orientation of Heads and Circuit Officers for the new curriculum.

B. Monitoring and Evaluation of:

- curriculum for pre-service and modular programmes
- annual orientation seminars
- systems providing for:
  - i. modular in-service teacher training
  - ii. regionally-based in-service training/orientation courses

C. Training:

- training of tutors for the pre-service and modular teacher training programmes
- training tutors for regionally-based in-service teacher training
- identifying suitable candidates for overseas/local training with a view to improving:
  - i. the capacity of the JSS Unit to function efficiently
  - ii. quality of college-based and regional in-service teacher training.

D. Liaison and Consultation:

To liaise and consult with:

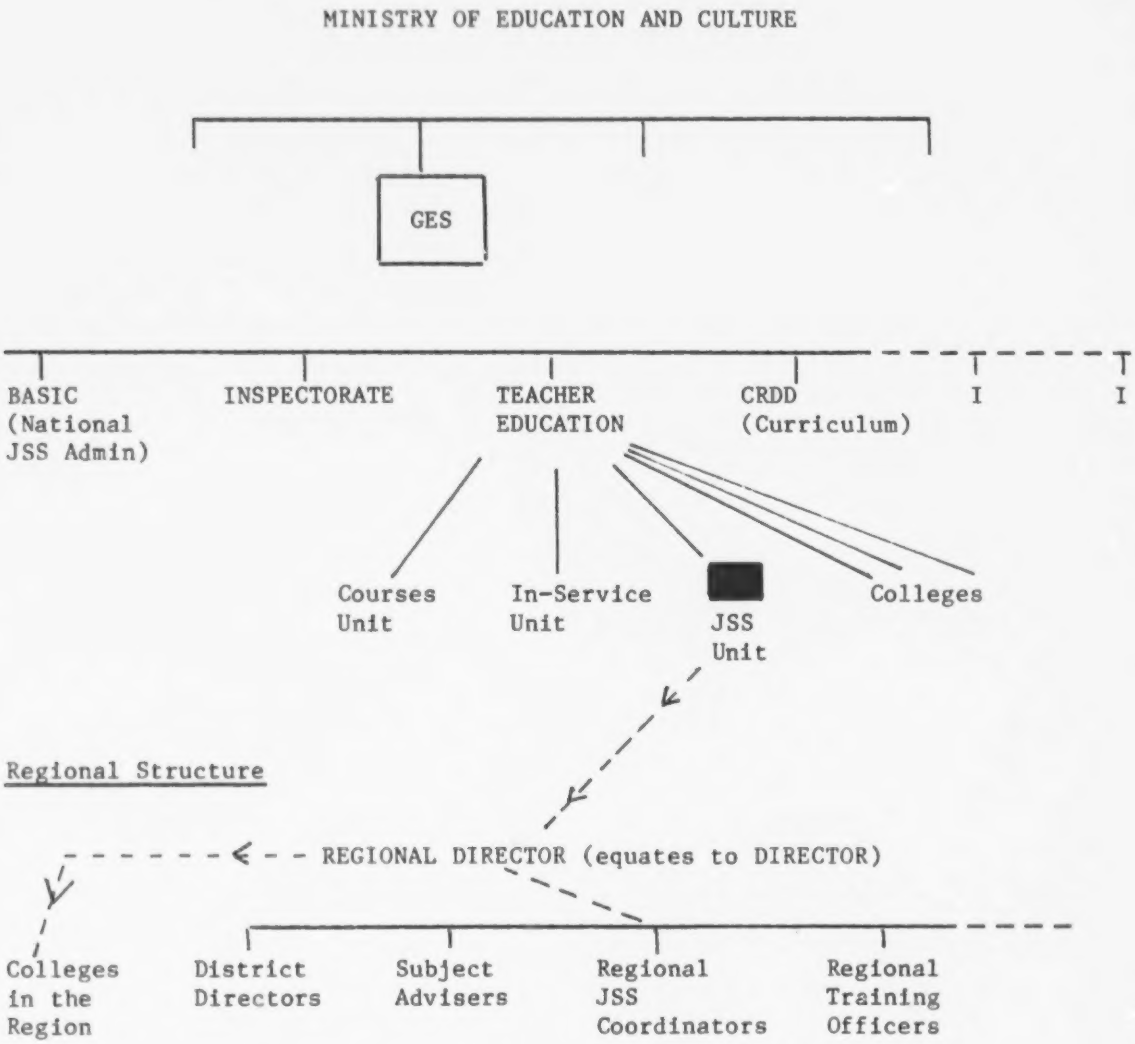
- examinations' department (GES) and the examining bodies (University of Cape Coast and WAEC)
- inspectorate division (GES)
- CRDD (GES)
- INSET Unit (Teacher Education Division, GES)
- NTTC-constituted English subject panel with a view to:
  - i. ensuring the appropriacy of the JSS Unit output
  - ii. influencing the development of examinations and curriculum.

Appendix 2

1. Location of Proposed JSS Unit in Ministry hierarchy.

2. Location of Proposed Regional JSS English Coordinator in the regional education structure.

3. Means of communication between JSS Unit Colleges and regional JSS Coordinator.

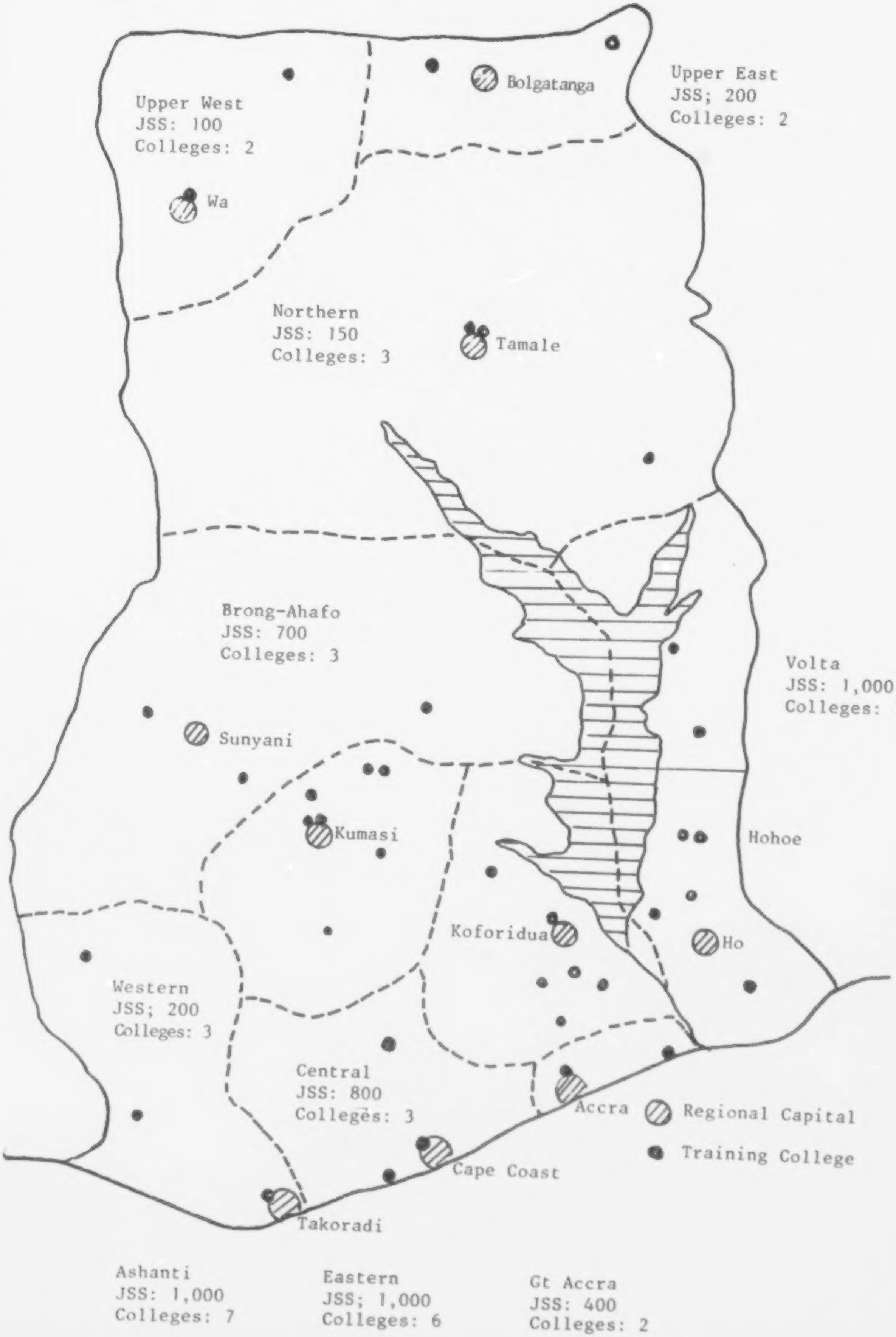

MINISTRY OF EDUCATION AND CULTURE
GES
BASIC (National JSS Admin)
INSPECTORATE
TEACHER EDUCATION
CRDD (Curriculum)
I
I
Courses Unit
In-Service Unit
JSS Unit
Colleges
Regional Structure
REGIONAL DIRECTOR (equates to DIRECTOR)
Colleges in the Region
District Directors
Subject Advisers
Regional JSS Coordinators
Regional Training Officers

Appendix 3

Regional Groupings as Basis for Location of Regional Coordinator Posts and Deployment of Project Resources

Regions		No of Colleges	Posts Required ( ) = preferred
Group 1			
Upper West	100	2	1 (2)
Upper East	200	2	
Northern	150	3	
	450	7	
Group 2			
Brong-Ahafo	700	3	2
Ashanti	1,000	7	
	1,700	10	
Group 3			
Eastern	1,000	6	2
Accra Area	400	2	
	1,400	8	
Group 4			
Western	200	3	1 (2)
Central	800	3	
	1,000	6	
Group 5			
Volta	1,000	7	1 (2)

Appendix 4


Upper West
JSS: 100
Colleges: 2
Bolgatanga
Upper East
JSS; 200
Colleges: 2
Wa
Northern
JSS: 150
Colleges: 3
Tamale
Brong-Ahafo
JSS: 700
Colleges: 3
Volta
JSS: 1,000
Colleges: 7
Sunyani
Kumasi
Hohoe
Koforidua
Ho
Western
JSS; 200
Colleges: 3
Central
JSS: 800
Colleges: 3
Accra
Regional Capital
Training College
Cape Coast
Takoradi
Ashanti
JSS: 1,000
Colleges: 7
Eastern
JSS; 1,000
Colleges: 6
Gt Accra
JSS: 400
Colleges: 2

Comments on Project Framework Matrix

1. Indicators for Project Objectives are assumed to be the Outputs corresponding to those Objectives (though additional outputs may be identified).

2. The Project Framework Matrix should have an *Annexe* to handle the following:

> *Strategies*: Brief note of key strategies for execution *insofar as* they explain/justify Outputs, Inputs and elements of cost (especially the last two). Strategies relating more narrowly to professional considerations may feature in the Project Description or in supporting documents.
>
> *Timetable*: If it proves difficult to lay this out explicitly within the Matrix.
>
> *Costing*: If elements of cost are too many to fit in Matrix.

3. Annexe *must* be carried forward with Framework for negotiation with host government and feed into Memorandum of Understanding. It *must not* be seen only as supporting documentation.

NB: We recognise some strategies may raise sensitive issues, but did not manage to resolve this problem.

4. Assumptions must be scrutinised and *any* element which can be re-assigned to Objectives/Outputs/Inputs/Strategies should move across - particularly if they imply a host government commitment.

Advice on Completing Matrix

1. We found it useful to work down the left-hand column, relating national objectives to Project Objectives and defining Outputs and Inputs in those terms *before* looking at budgetary constraints or other 'givens' so that we had a rational basis for considering where to retract, make savings.

2. We also looked closely at strategies, revising inputs in particular. We then checked back upwards.

3. We then worked quite rapidly across columns, left to right. Most assumptions had already emerged from discussion of strategies.

4. This all looks very smooth. In fact, there were many false starts and diversions: but in retrospect, this was in essence how we accomplished the task. If we tackled it again, we would be able to operate much more directly.

6.0 INDONESIA

Presenter: B Tomlinson

In a country as huge and diverse as Indonesia, with a population of 165 million, of which 40 million are in school, any nationwide programme of educational reform will inevitably be a formidable task. The education system of the country was inherited from the Dutch and the curriculum is highly teacher-centred and information-oriented. There are six years of English in the curriculum at Junior and High School, at the end of which students are likely to be fairly knowledgeable about the grammar of the language, but almost totally unable to apply it. This inability to communicate is reflected in an examination pass rate of only 8%.

The current World Bank-funded Project for the In-service Training and Retraining of Junior and High School teachers aims to tackle the problem by promoting a change from a teacher-centred to a learner-centred model of teaching, with the goal of retraining 40,000 teachers in four years. The procedure for the Project is that teachers are trained to teach other teachers. Initially, three or four key teachers from each province are selected for training, and in the case of English, sent overseas for methodology training courses (eg at RELC, Singapore or Bell College, UK). On return, they attend further practical teaching and training courses, as well as a 16-week teaching stint in schools, prior to being sent to the provinces to run 'In/On' Service courses for other teachers. These courses consist of alternating periods of In-Service training and Supervised Teaching Practice, at the end of which the most successful trainees are selected to become either assistant teachers (one from each Province) or key teachers running weekly sessions for the teachers in their localities.

The medium for instruction for all training is in English, which makes a radical break with tradition. At present motivation among the teachers and trainers involved is very high, although one wonders whether the lack of career structure and professional opportunities for the trainees will not act as a demotivating factor later. One might also question whether a project like this, which attempts to foster an inquiring, questioning approach to learning, is not potentially subversive and culturally undesirable.

INDONESIAN PKG PROJECT

EXCERPT FROM PROJECT DOCUMENT

General Introduction

As a result of poor take-up of scholarship awards for Indonesians it was realised that manpower needs were not being realised. It was therefore decided to improve the standard of English in the secondary education system of students at tertiary level with the intention of improving their performance in a wide range of subjects.

It was realised that the English component within this project would not exist in isolation, but would form part of a national programme of curricular reorganisation already in existence for Maths and Science; the PKG programme. Also it was realised that the wider objectives of the English programme could not succeed unless extended beyond the secondary level into syllabus design and teacher training. Preliminary identification in methodological differences was made by a visiting consultant, and later fully articulated by the ODA/BC KELT officer. Thus a training programme was drawn up with the aim of improving the communicative competence of secondary-school teachers and learners nation-wide. Basically, this programme consisted of a country-wide system of in-/on-service training relying on Indonesian instructors to train teachers in their regions. These instructors received a combination of in-country and overseas training in communicative methodology and their performance both in training classes and in classrooms was extensively monitored. In this way it was hoped to create a cadre of Indonesian instructors capable of training a possible total of 40,000 teachers. It became apparent that this would necessarily include the production of teacher-training materials and the setting-up of informative evaluation procedures. The programme also envisaged the reformulation of the examinations set and testing procedures as currently used throughout the secondary range. Because of the large numbers of personnel involved and the ultimate aims of the teacher training programme a number of important assumptions were made with regard to the on-going financial and ideological support to the programme. Likewise it was assumed that a supply of suitably qualified participants would be available to implement the project at all levels.

INDONESIAN PKG PROJECT FRAMWORK, PERIOD 1987-

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS ARE EVALUATED	PREREQUISITES FOR SUCCESS
WIDER OBJECTIVES 1. To satisfy manpower needs and create a better base for tertiary education by improving the communicative competence of Junior and Senior High School pupils. 2. To develop appropriate communicative assessment procedures for the education system and promote curriculum development. 3. To develop a consistent approach to teacher training throughout the system.	1. Increase in satisfaction with English level expressed by employers and higher education. 2. Appraise moves towards CLT methods, testing and teacher training nationally.	1. Reports from employers, economic surveys, completion percentages for HE courses. 2. Systematic monitoring of methods, materials and testing procedures in national examinations	1. Assumes political stability, continued demand for English, and correct identification of the needs. 2. Assume government support for methodological objectives of the project in the long term. 3. Assume availability of suitable local personnel in sufficient numbers to manage/implement the project.
IMMEDIATE OBJECTIVES/OUTPUTS 1. To continue to implement the original project structure involving instructors, assistant instructors, key teachers and teachers; and to provide training for the above personnel in communicative methodology, materials development, evaluation and language proficiency as appropriate. 2. To identify and train a number of personnel to become future project leaders/ coordinators. 3. To train one supervisor for each of the 27 provinces to be familiar with PKG methodology and to give back-up/official support during the course.	1. Levels of attendance at courses, motivation of participants, observation of courses and classroom teaching. 2. Appointment and functioning of coordinators and consultants on a national and regional basis. 3. Effective planning and administration of regional seminars.	See Strategies for Evaluation for detailed evaluation procedures. 1. Observation and evaluation by national and foreign consultants of courses and classroom performance. 2. Quantitative and qualitative assessment of coordinators and consultants and their contribution to the project.	1. Assume that the qualitative evaluation procedures which are an integral part of the project are accepted as valid by external and internal 'stakeholders'. See Initial Project Proposal for other Prerequisites

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS EVALUATED	PREREQUISITES FOR SUCCESS
STRATEGIC OBJECTIVES			
1. To contribute to the development of communicative tests.	1. The development and implementation of communicative testing.	1. ELA and consultants observavation and feedback. Assessment of development at national and local levels. Validation with other examinations.	1. That exam committee will cooperate and accept new approach. That all agree with project aims. That Advisory Committee will function efficiently.
2. To use the new integrated textbook.	2. The degree to which textbook is used in a communicative way.	2. No of books used/sold. Observation/feedback.	2. That textbook is capable of being used communicatively.
3. To develop communicative materials.	3. The existence of a pool of communicative materials.	3. Observation by ELA and consultants/supervisors feedback. Copies of materials.	3. Resources (human/material) available to produce the 'final product'.
4. To exploit existing materials communicatively.	4. The degree to which existing materials are used in a communicative manner.	4. Observation by ELA/consultants/supervisors. Feedback.	4. Materials are capable of use 'communicatively'.
5. To train groups of 30 or 40 Junior and Senior High School teachers of English to teach communicatively.	5. The number of courses. The degree to which teachers use techniques outlined on the course.	5. Observation/feedback from Ts and Ss.	5. Teachers are willing to accept training/new methods. Resources available. Model for maths and science would be suitable for English.
6. To select and train 1 supervisor for each province to establish and supervise an in-service centre in each province.	6. Selection of supervisors/attendance at training. Establishment of centres. Successful operation of in-service centres.	6. List of names. Observation/feedback from courses. Monitoring by ELA/consultants.	6. Cooperation of Ministry and individuals and resources.
7. To select and train 3 or 4 teachers from each of the 27 provinces to become instructors.	7. Selection/attendance at training course.	7. List of names. Assessment of candidates by ELA and consultants.	7. Assume selection procedures are efficient.
8. To develop a sub-group of instructors with specialist expertise in materials development and evaluation.	8. Selection of sub-group/attendance on course. Production of materials/tests. Establishment of evaluation procedures.	8. List of names. Assessment by ELA and consultants. Materials used/feedback from Ts. Tests/use and feedback	8. Assume capacity to develop required skills.

STRATEGIES	ASSUMPTIONS
1. STRATEGIES FOR INSTRUCTOR SELECTION	
1.1 Nomination of best teacher by headmaster.	1.1 Efficient selection system, best teacher nominated.
1.2 Written test (Cloze and information transfer) leading to a short list.	1.2 Test is valid.
1.3 Interview with short-listed candidates leading to a revised short-list.	1.3 Interviews are possible.
1.4 Observation of candidates.	1.4 Observation possible.
2. STRATEGIES FOR TRAINING OF INSTRUCTORS	
2.1 Attendance at national workshops for familiarisation with communicative methodology (three weeks).	2.1 Resources for workshops available, place available, rooms and accommodation plus books available.
2.2 Course at overseas institution as an introduction to communicative methodology.	2.2 Assume course is appropriate.
2.3 Training in techniques of teacher training at national workshops (2, 3, 4 weeks).	2.3 As 2.1.
2.4 Application of the communicative techniques in the schools.	2.4 New methodology accepted in individual schools.
2.5 Participation in 2 workshops per year to continue training.	2.5 As 2.1.
2.6 Monitoring and feedback on performance during in/on-service courses by ODA and visiting consultants.	2.6 Time and resources, plus observation acceptable.
2.7 Designation of 7 teachers to repeat an in/on-service cycle before becoming assistant instructors or 'key teachers'.	2.7 As 2.1.
2.8 Overseas courses for small groups of selected instructors in materials development and evaluation, 6 weeks on testing and 7 weeks on materials development.	2.8 As 2.2.
3. STRATEGIES FOR TRAINING OF TEACHERS	
3.1 Establishment/timetabling of in-service courses, initially in 7 provinces on a staggered basis to facilitate monitoring by ELA and consultants.	3.1 Resources available.
3.2 Nomination by headmasters of best English teachers.	3.2 As 1.1.
3.3 Selection by in/on-service committees for training.	3.3 Assume committees exist, selected by provincial education advisers, efficient selection.
3.4 Participation in an intensive, 2 week in-service course.	3.4 As 1.1.
3.5 Six weeks on-service in which teachers are visited 10 times within a non-evaluative framework, using participant feedback/reflection/self-evaluation plus constructive non-judgemental instructor comment.	3.5 Assume resources for travel, assume training has been successful/non-judgmental.

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STRATEGIES	ASSUMPTIONS
3. **STRATEGIES FOR TRAINING OF TEACHERS** (cont)	
3.6 During 'on-service' attends a weekly meeting which reviews previous week's teaching and prepares, plans the following week's teaching, and develops appropriate materials for use in the class. The weekly meetings provide an opportunity for the introduction of further aspects of communicative methodology.	3.6 Assume motivation, resources, successful training of instructors.
3.7 Participation in a further intensive 2 week course.	3.7 As 1.1.
3.8 A further 6 weeks in-service.	3.8 As 3.5.
3.9 Sanggars - weekly meetings open to all teachers in a region, run by key teachers.	3.9 Assume resources, motivation, key teachers chosen.
4. **STRATEGIES FOR TRAINING OF 1 SUPERVISOR PER PROVINCE**	
4.1 Selection of trainee/supervisors. Initial training course separate from instructors.	4.1 Efficient selection/cooperation of bodies involved.
4.2 Attendance at training sessions with instructors and coordinators for familiarisation purposes.	4.2 Assume willingness of instructors to have visitors.
4.3 Send to England for 1 year course (MA).	4.3 Assume courses available and appropriate.
4.4 Participating/observing the setting up of one regional seminar before assuming control.	4.4 Assume no clash of interests, personalities, responsibilities.
5. **STRATEGIES FOR EVALUATION OF PROJECT**	
The preferred mode of evaluation to be non-threatening, participatory, non-intrusive and informative.	
5.1 Initial evaluations - assess needs, local situation, attitudes, manpower requirements, students' ability, present courses, tests, use of textbook, etc (3 months at beginning of project).	5.1 Funds available and evaluation procedures acceptable.
5.2 Ongoing evaluation - set up control groups, observe students and teachers, observe training courses, obtain data on perceptions by other/parties/stakeholders, evaluate courses in the UK, etc (20% of ELA's time).	5.2 Local acceptability and resources available.
5.3 Final/summative evaluation - comparison with initial data on teaching, opinions, students, etc (3 month consultancy).	5.3 Resources and information.
5.4 Ex-post evaluations - after 3 years attempt to evaluate the impact of the project and achievement of long-term objectives (3 month consultancy).	5.4 Resources and information.

INPUT PKG PROGRAMME INDONESIA - UPDATED

ODA	Cost	HOST COUNTRY	Cost	OTHER DONORS	Cost	PREREQUISITES FOR SUCCESS
Personnel 1. KELT Officer: 1.1 Remuneration/allowance 1.2 Travel costs and subsistence		2. 27 National Consultants 2.1 Fees 2.2 Travel 2.3 Subsistence 2.4 Stationery and equipment (see Materials) 3. 10 National Coordinators 3.1 Travel 3.2 Stationery and equipment 3.3 Costs of replacements in posts (30 additional instructors) 4. 27 Regional Supervisors 4.1 Travel 4.2 Subsistence 4.3 Stationery and equipment 5. Secretarial Support Staff 5.1 Salaries 6. Project Manager 6.1 Travel 6.2 Subsistence 6.3 Costs of replacement in post 7. 12 (x 1 month) Peripatetic Consultants 7.1 Fees 7.2 Travel 7.3 Subsistence See Initial for breakdown of costs and continued training of teachers/instructors				1. Assume continued World Bank support for all aspects of PKG programme. 2. Assume continued ODA support for methodological and procedural aspects of PKG.

ODA	Cost	HOST COUNTRY	Cost	OTHER DONORS	Cost	PREREQUISITES FOR SUCCESS
Materials/Equipment 1. Word Processor		1. Photocopier 2. 4 Typewriters 3. Office furniture 4. Land Rover/other vehicle for each Province 5. Stationery for programme office and for national consultants, coordinators, additional instructors and regional supervisors 6. Stencil cutter 7. Desk top printer 8. Video equipment and camera 9. Training support books 10. Blank audio cassettes				
Buildings 1. Housing for KELT (part cost)		1. Housing for KELT (part cost) 2. Office accommodation 3. Provision for 27 Regional resource centres				
TOTAL COSTS		**TOTAL COSTS**		**TOTAL COSTS**		

Other Costs:

1. Courses: 100 x 3-month courses overseas
   50 x 3-month follow-up courses
2. Flights within Indonesia: 400 flights.
3. Subsistence for ELA and consultants outside capital: 12 months
4. Subsistence for 100 instructors x 12 weeks in national centre
5. Teachers outside system: 100 x length of project.

A: DESCRIPTION OF THE PROCESS OF USING THE PROJECT FRAMEWORK MATRIX

1. We started by tring to use the Matrix to shape our discussion of the original project proposal but we found that:

   a. the Matrix was restricting our thinking to the larger, more quantifiable elements of the Project, eg the number of instructors to be trained, and inhibiting our thinking about important details of implementation of the Projects, eg the strategies for training the Instructors;

   b. insufficient information about the Project's objectives and inputs was available in an easily accessible form, ie it was available in Brian's head and/or in a large number of lengthy documents).

2. We than had a long, diffuse brainstorming session in which Brian's experience and knowledge of the Project was supplemented by reference to documents. This was a useful, in fact essential, session but led to some frustration at the apparent lack of linear progress.

3. We decided that it was pointless to impose on ourselves a matrix that was having so many negative effects on our planning (see EVALUATION OF THE MATRIX below) and that we should design and use a revised Matrix.

4. We designed a revised Matrix and some of us wasted two hilarious hours trying to print blanks of the Matrix from the word processor.

5. We decided to use the headings from our revised matrix to form the basis of a more detailed proposal, dated from the inception of the Bahasa Inggris programme in 1986 and of the revised proposal dated 1987. These proposals would then be summarised on the revised matrices.

6. Together we wrote wider and immediate objectives for both the original and revised proposals.

7. Together we wrote detailed strategies for implementing the immediate objectives of the original proposal.

8. We divided into working groups to:

   i. complete the original proposal and then summarise it on the revised matrix;

   ii. complete the revised proposal and then summarise it on the revised matrix;

   iii. record and evaluate the process of our project planning.

9. We discussed and disagreed about the level of detail required in a project proposal. Some of us felt that detailed discussion about strategies of implementation (eg techniques of teacher training, methodology of teaching reading skills) was essential so that both the recipients and the donors could consider all the potential consequences of the project. Some of us felt that such detailed planning was too difficult, too time-consuming and too confusing at the initial stage of project planning.

10. Each group then worked on its agreed tasks and some monitoring took place.

B: EVALUATION OF THE MATRIX

We felt that having a project framework matrix helped to give clarity and coherence to the formulation of the questions that needed to be answered in the initial planning of the project. We felt though that the matrix sometimes provided only an illusion of clarity and coherence but in fact inhibited and restricted the initial thinking about the project. We felt that:

1. It was not possible to get a worthwhile summary of a project proposal on one page and that attempting to do so could lead to the neglect of vital consideration (eg the actual pedagogic strategies to be employed).

2. The matrix led to much repetition of information (eg many immediate objectives were also outputs).

3. The heading ASSUMPTIONS implied that the donors and project implementers had no responsibility for ensuring that prerequisites were achieved and that it could also be used as an 'escape' column (eg you assume teacher motivation and then attribute project failure to the lack of motivation).

4. Some objectives could not be categorised as WIDER or IMMEDIATE (eg 'To increase the communicative competence of school leavers').

5. All our IMMEDIATE OBJECTIVES were identical to our OUTPUTS and therefore the OUTPUT column was redundant.

6. The matrix did not allow us to record the crucial strategic decisions which we thought should form the basis of the project proposal.

7. The matrix tries to combine conceptual and factual information in the same framework (eg OBJECTIVES are conceptual, INPUTS are factual).

8. All the important information about INPUTS cannot be squeezed into the INPUT box.

9. The matrix did not provide provision for interim evaluation of the project prior to the formulation of a revised project proposal.

10. The matrix appears to be donor-centred. The role of the host country vis-a-vis the matrix is unclear and there is a danger of the matrix becoming a blueprint for immediate implementation.

C: RECOMMENDATIONS FOR A REVISED MATRIX

1. WIDER OBJECTIVES becomes NATIONAL OBJECTIVES.

2. IMMEDIATE OBJECTIVES becomes PROJECT OBJECTIVES/OUTPUTS. This column is sub-divided into OVERALL OBJECTIVES and STRATEGIC OBJECTIVES.

3. A new horizontal column is inserted into the matrix for STRATEGIES.

4. ASSUMPTIONS becomes PREREQUISITES FOR SUCCESS.

5. INPUTS are listed on a second page of the matrix.

6. The INPUTS page includes horizontal columns for PERSONNEL, MATERIALS/ EQUIPMENT, and BUILDINGS and vertical columns for ODA, HOST COUNTRY, OTHER DONORS and PREREQUISITES FOR SUCCESS. It also includes columns for predicting the cost of the contributions of ODA, the host country and other donors (see blank input matrix).

REVISED PROJECT FRAMEWORK MATRIX: INDONESIA GROUP

PROJECT STRUCTURE	INDICATORS OF AVHIEVEMENT	HOW INDICATORS ARE EVALUATED	PREREQUISITES FOR SUCCESS
NATIONAL OBJECTIVES			
PROJECT OBJECTIVES/OUTPUTS Overall objectives Strategic objectives			
STRATEGIES			

INPUTS

	ODA	Cost	HOST COUNTRY	Cost	OTHER DONORS	Cost	PREREQUISITES FOR SUCCESS
PERSSONEL							
MATERIALS/EQUIPMENT							
BUILDINGS							
	TOTAL COST		TOTAL COST		TOTAL COST		

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7.0 MALI

Presenter: H Smith

This is one of the poorest countries in West Africa and is very dependent upon foreign aid for its economic survival. The education system is based upon the French model with nine years of elementary education divided into two cycles, followed by three years of secondary. Enrolment rates for the elementary cycles are very low and only 2-3% of students go on to secondary education. There is no university but higher education is provided at the Grand Ecole (the training of civil servants) and in teacher training institutions. The Ministry of Education has recognised that there is a growing role for English in terms of contact with English-speaking neighbouring countries, relations with the EEC and aid donors, in the training of manpower and for access to books in English.

The present KELT programme began in 1983 with the establishment of a language centre in the IPN (National Pedagogical Institute). KELTs at the Centre are involved in teacher training and materials production for INSET programmes, in direct teaching and in the establishment and operation of an ELT resource centre.

At present the project team are concerned with strengthening the Language Centre as an institution. However, recent Ministry interest in English at elementary level may lead to developments in this area. The absence of BC Representation in the country poses constraints and the KELT Project has therefore to rely on its own resources.

PROJECT MEMORANDUM: THIRD STAGE OF A PROJECT FOR THE TEACHING OF ENGLISH IN MALI

1. Backgound

This memorandum refers to the third stage of a project established in April 1983 between the Malian Ministry of National Education and the British Council acting as agent of the Overseas Development Administration under its Key English Language Teaching Scheme. The second stage was distinguished from the first principally by the opening of the new Language Centre, completed as part of the first stage, and by the appointment of a second British adviser. The third stage will come into effect on 1 October 1987 and is foreseen as lasting five years. The project is known as the 'British-Malian Project for the Teaching of English'.

2. Objective

To strengthen a system which will promote competence in English for the manpower needed for Mali's socio-economic development by:

i. Strengthening the Language Centre:

  a. materials development and INSET for Technical Education;

  b. materials development and INSET for Science streams of Upper Secondary education;

  c. direct teaching/ESP programme;

  d. development of the Centre's resources and management.

ii. Strengthening English Language teaching at Lower Secondary level.

iii. Provision of advisory and administrative services on behalf of BC/ODA and Host Government.

3. British Contribution

3.1 Personnel   The British Council will continue to provide, at least until 1990, one English language teaching expert who will be the Ministry's principal technical adviser for English teaching and Head of Project, an expert in the teaching of English for specific purposes and an expert in in-service teacher training. The British Council's responsibilities for each of the above will include all salaries, travel expenses to and from Mali, the rent of suitable furnished accommodation, the cost of transporting to and from Mali their personal and household effects and any other allowances as determined by the British authorities.

3.2 Project Equipment   The British Council will continue to make available to the Project all items of equipment provided or ordered under the first and second stages as Tools of the Trade in support of the British advisers and will consider requests for further equipment made by the Head of Project. All such equipment remains the property of the British authorities throughout the project and its disposal at the end of the project will be decided solely by the Overseas Development Administration.

3.3 Gifts of equipment   The British authorities are willing to consider requests from the Malian Ministry of National Education for the presentation of items of equipment to the Ministry in support of the overall aims of the project.

3.4 Books The British Council will continue to give priority consideration to requests under the ODA's Books Presentation Programme for books to be supplied to Malian institutions in support of the aims of the project.

3.5 Training awards An agreed number of training awards within the British Government's programme of Technical Cooperation and Training for Mali will be earmarked for use in support of the project in at least the financial years 1988/89 to 1990/91.

3.6 Seminars The British Council will continue to give priority consideration to requests for British assistance for seminars in Mali in support of the aims of the project. Such assistance will normally consist of the provision of visiting tutors and books but will not include payments to Malian participants.

4. Malian Contribution

4.1 Premises The Ministry of National Education will ensure that the premises of the Language Centre will continue to be made available for the attainment of the aims of the Project.

4.2 Office services The Ministry will provide suitable office space, furniture and services for the British project staff.

4.3 Transport The Ministry will provide transport for all official journeys outside Bamako by Malian staff associated with the project or, if such staff use their personal vehicles, an allowance in lieu at the Mali Government rates.

4.4 Personnel The Ministry will allocate sufficient professional staff, of an adequate level of qualification, to duties within the terms of the project to enable the project to achieve its aims. Such staff will be considered as acting as counterparts to the British staff. The Ministry will in particular seek to deploy staff who receive on-the-job training with the British advisers or who have completed training in Britain in furtherance of the aims of the project.

4.5 Status of British staff The Ministry of National Education will provide every assistance to enable the British project staff to benefit from all rights and privileges granted to Long-term Technical Cooperation Officers under the Technical Cooperation Agreement of 1 October 1983.

4.6 Security The Ministry will be responsible for the security within Mali of all equipment, books and other items provided by either party within the terms of the project and will do all it can to ensure that such items are kept in good repair.

5. Arrangements for Implementation

5.1 The project is under the tutelage of the Directorate of the National Pedagogical Institute and is based at the National Pedagogical Institute's Language Centre.

5.2 The principal Malian counterpart to the British advisers is the Director of the Language Centre of the National Pedagogical Institute (or should the Director of the Language Centre at any time not be an English specialist, the Head of the English Section).

5.3 The British and Malian staff associated with the project will have access to and will collaborate with all relevant sections of the Ministry of National Education (the Inspectorate, teacher training colleges, school English departments, etc) and the Ministry will facilitate this collaboration.

5.4 The staff associated with the project will also have access to establishments outside the Ministry in pursuit of its aim to develop the teaching of English to Malians requiring English for work or further training, and the Ministry will do all it can to facilitate such access.

5.5 The Senior British Adviser, as Head of Project, will be responsible for the day-to-day running of the project under the supervision of the Director General of the National Pedagogical Institute and the Representative of the British Council resident in Dakar.

6. Arrangements for Review

6.1 This stage of the project, foreseen as lasting five years, will be reviewed by both sides during 1990. The possibility of an extension to the project may be decided as a result of a further review.

6.2 At the end of the project, or, if it is decided that the input of British staff to the project should be reduced at any earlier stage, arrangements for ensuring that the effectiveness of the project continues will be the subject of agreement by both sides.

7. Conditions

7.1 This project falls within the terms of the Technical Cooperation Agreement signed by the Governments of Great Britain and Mali on 1 October 1983 and nothing herein can override the provision of that Agreement.

7.2 The Overseas Development Administration has appointed the British Council to act as its agent in the execution of this project, through the Representative of the British Council resident in Dakar and the Head of Project.

7.3 If any changes occur which may significantly impair the developmental value of the project, the two sides will consult on measures to resolve the problem and on possible courses of action. In the event of such changes the ODA reserves the right to modify or terminate its financial contribution to the project.

PROJECT TITLE: MALI ENGLISH LANGUAGE PROJECT PROJECT FRAMEWORK

PROJECT STRUCTURE	INDICATORS	SOUTRES OF INFORMATION	IMPORTANT ASSUMPTIONS
WIDER OBJECTIVES To enable Malians to contribute effectively to those areas of the country's socio-economic development in which English has an important role.	Malians enter or continue in economically productive activity with a more appropriate level of competence in English.	Reports from employers. Reports from ex-students. Examination results. Reports of teachers in next stage of education. End of course assessment (ESP). Reports from Ministry of Planning, Employment, Education.	English continues to have a developmental role in Mali. Continuance of government emphasis on lower end of education spectrum. Ministry support for roles and existence of Language Centre. English continues as the major foreign language in education. Ministry accepts actively and effectively the advisory role of the project.
IMMEDIATE OBJECTIVES To strengthen the system which produces competence in English for the manpower concerned in the Wider Objectives by: 1. Strengthening the Language Centre: a. materials development and INSET for Technical Education; b. materials development and INSET for science streams of Upper Secondary education; c. direct teaching/ESP programme; d. development of the Centre's resources and management. 2. Strengthening English Language teaching at Lower Secondary level. 3. Provision of advisory and administrative services on behalf of BC/ODA and Host Government.	More efficient Language Centre. More appropriate English teaching in Lower Secondary level. More effective English teaching in Technical Education and Upper Secondary Science streams. Effective advisory service for English. More effective ESP programme at Language Centre.	Qualitative assessments, internal and external, in reports, etc to ODA, BC, Director IPN, Ministry of Education. Reports on Regional Centres from Regional Directors of Education. Reports on implementation of textbook programme and INSET seminar. Report of CPs trained. Reports of workshops. Exam results. Teacher and pupil comments. Number and satisfaction of clients with ESP programme.	Evaluation of pilot project in Lower Secondary recommends extension to other regions and host Ministry accepts. Host Ministry provides premises and appropriate personnel to support all aspects of proposed outputs. BC continues to expect project staff to continue to administer TCTP, ELTS etc. Inspectors etc continue their commitment to innovations proposed by the project.

PROJECT STRUCTURE		SOURCES OF INFORMATION	IMPORTANT ASSUMPTIONS
INPUTS			
ODA	**Mali**		
Personnel	1 Director of Language Centre	Previous project documents.	Host government input is effective, available and on time.
1 ELT Adviser/Head of Project (5 yrs)	7.5 Full-time academic staff	BC reports on Ministry requests.	
1 Specialist in ESP/Course Design (4 yrs)	6 Part-time ESP teachers	Sensory sources.	Ability of BC in Dakar and London to support project effectively.
1 Specialist in in-service teacher training (5 years)	1 Administrative assistant		
	1 Typist		Availability of a third British expert of appropriate calibre.
(See Appendix 1)	Ancillary staff at levels currently available at Language Centre		
2 Visiting tutors (Spectours) per year for 4 years (total 8 man-months)			
Facilities and Equipment			
Facilities and equipment already supplied by ODA and Mali for previous project.			
Additional equipment:			
1 Video set 1 Stabiliser 1 Micro-computer 1 Whiteboard 18 Cassette recorders 60 Headphone sets 8 Sets of Card indexes/boxes/cards 10 External microphones 8 Heavy-duty taperecorders with rechargeable batteries/chargers 8 Gestetner duplicators, paper and ink 8 Manual typewriters (French keyboard)	Premises for 8 regional resource centres 8 sets of basic furniture (tables and chairs) 8 blackboards 8 sets of shelving/cupboards		

PROJECT STRUCTURE		SOURCES OF INFORMATION	IMPORTANT ASSUMPTIONS
INPUTS (cont)			
ODA	**Mali**		
Annual seminar consumables budget of £2,000	Transport/petrol allowances for seminar participants		
Annual seminar/workshops budget of £13,000			
BPP: Yearly allocation to the project: £20,000 1988/89 £25,000 1998/1991/1992			
Awards			
4 MA/Diploma in TEFL per year 10 x 3-month TEFL awards per year 1 management training award (1 year) 1 library attachment (third country) 1 accountancy attachment (third country)			
Maintenance			
£20,000 budget over 10 years for equipment maintenance			
£10,000 budget over 10 years for Land Rover maintenance			

PROJECT STRUCTURE	SOURCES OF INFORMATION	IMPORTANT ASSUMPTIONS
OUTPUTS		
1. Supplementary materials and examinations for English in technical/commercial education - in colleges by 1990. 2. Monthly workshops for 12 Technical Education English teachers - run by Malian staff from October 1988. 3. Materials and examinations in support of new English for Science streams syllabus - materials in schools by 1990; first examinations in 1991. 4. Annual workshops for teachers of English in science streams - 20 participating teachers per year. 5. An ESP programme at the Language Centre able to respond to demand - annual enrolment of 100 from 1988. 6. Improve staffing at the Language Centre - 6 UK trained (1 year postgraduate by 1991). 7. Efficient management system at Language Centre - fully operational by 1989. 8. Effective exploitation of material resources of Centre - library and resources room fully operational by 1989. 9. Efficient monitoring system based at Language Centre - by October 1988. 10. Establishment of 8 Regional Language Centres - active by October 1989. 11. Retrained Conseillers Pédagogiques in all 8 regions - 1 UK-trained per region by 1991; seminar for 32 CPs in 1988. 12. Implementation of new Lower Secondary textbooks in all regions - in the 2 pilot study regions by 1989; in all regions by 1992. 13. Administration of ELTS, TCT programme, BPP and official visitors - in response to demand. 14. Efficient advisory services to ODA/BC and host government - regular reporting and response to demand.	Reporting by: Language Centre Director IPN Director KELT Advisers ODA Education Adviser Regional Education Directors Director of Secondary Education Director of Elementary Education Inspectors Student evaluation Spectourists Office of exam results Heads of English Departments Other stakeholders	As above, plus 'ON TIME'.

Appendix 1

AREAS OF RESPONSIBILITY (ODA-FUNDED PERSONNEL)

1. ELT Adviser/Head of Project

With Malian counterparts:

- Project management/administration
- INSET, materials and examinations for Technical Education English
- INSET, materials and examinations for Upper Secondary English for Science streams
- Training of Language Centre staff in above areas
- Management system at Language Centre (with ESP Specialist)
- Monitoring system at Language Centre
- Administration of TCT Programme, BPP and responsibility for visitors
- Advisory services

2. In-Service Teacher Training Specialist

With Malian counterparts:

- Establishment of Regional Language Centres
- INSET for Conseillers Pedagogiques (Lower Secondary)
- Implementation of Lower Secondary textbooks
- Training of Language Centre staff in above areas
- Input to Head of Project on TCT, BPP, etc
- Reports to Head of Project
- Assistance to Head of Project on INSET for Upper secondary and Technical Education

3. ESP Course Design Specialist

With Malian counterparts:

- ESP programme at Language Centre
- Training of Language Centre staff for above
- Management system at Language Centre (with Head of Project)
- Exploitation of Language Centre resources (with Head of Project and Teacher Training Specialist)
- Administration of ELTS and in-country ELT for TCT Programme
- Input to Head of Project on BPP, TCT, etc
- Reports to Head of Project
- Assistance to Head of Project on English for Technical Education

Appendix 2

MALI CASE STUDY - PROCEDURE FOR WORKING THROUGH THE MATRIX

(Note: numerical figures = vertical axis, alphabetical = horizontal)

The original intention had been to try to produce a flow-chart. This proved impractical and we ended up merely plotting a linear path we followed, including zig-zags and U-turns. The following therefore starts a bit like the questions for a flow-chart:

Step 1 Brief: to look for developmental areas where English learning can help.

2 Does an ODA policy paper exist that pre-empts output by limiting input?

3 Go through available documentation. Get the chronology right.

4 Does an official request from authorities pre-empt the need to look at National Priorities or do National Priorities exist to help focus any requets received?

5 Consult National Priorities.

6 Are these from a reliable source?

7 Are any of the National Priorities already the subject of satisfactory aid, British or other?

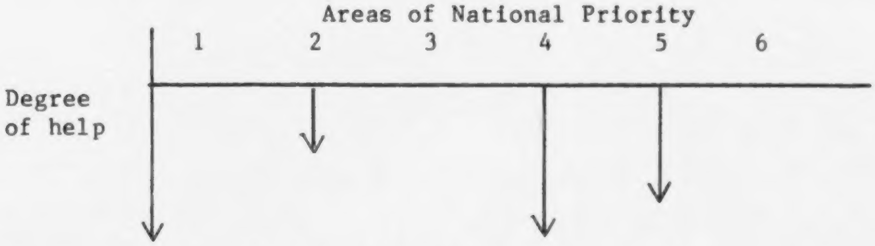
8 Put together National Priorities not covered by other aid, and ODA country policy where English learning can help.

9 Choose priority macro-area (education in our case).

10 Refine down to 'manageable' size - oops - where does 'manageable' come from if not from a lower level of analysis?

11 Is English learning seen by the authorities as developmental? If not, exit - this was where the attempt to write a flow-chart foundered.

12 Model used for the selection of sectors for professional support:



13 Write 1a in (too?) abstract terms.

14 Write 2a (bearing in mind 1b?).

15 Write 1d.

16 Write 3a/b - start to quantify 2a.

17 Write 4a/b - first draft only.

18 Refine 3a/b.

19 Draft 3d.

20 Brainstorm 3a/b again.

21 Separate out Strategies - subsequently abandoned.
Separate out which outputs (3a/b) subsume others.

22 Write 3d.

23 Write 3b.

24 Write 3c indicating clearly whether QL (= qualitative)
or QT (= quantitative)

25 Write 4a/b.

26 Return to 2b.

27 Rewrite 2a linking more clearly to 1a.

28 Write 2b (easier to move in practice from more detailed to less detailed.

29 Write 2c.

30 Write 1b. (We found it difficult to handle 'gradation' - eg comparative improvement is awkward as an indicator. Preference for absolute terms.)

31 Go to 1c.

32 Go to 3c - emphasise 'reporting' rather than 'reports' to underline importance of non-quantifiable indicators.

33 Go to 4c.

34 Go to 4d.

35 Go to 2d.)
) Add a column in future on how risks can be assessed
36 Go to 3d.)

One final feeling: it is perhaps not too important WHICH box the information appears in as long as it figures somewhere.

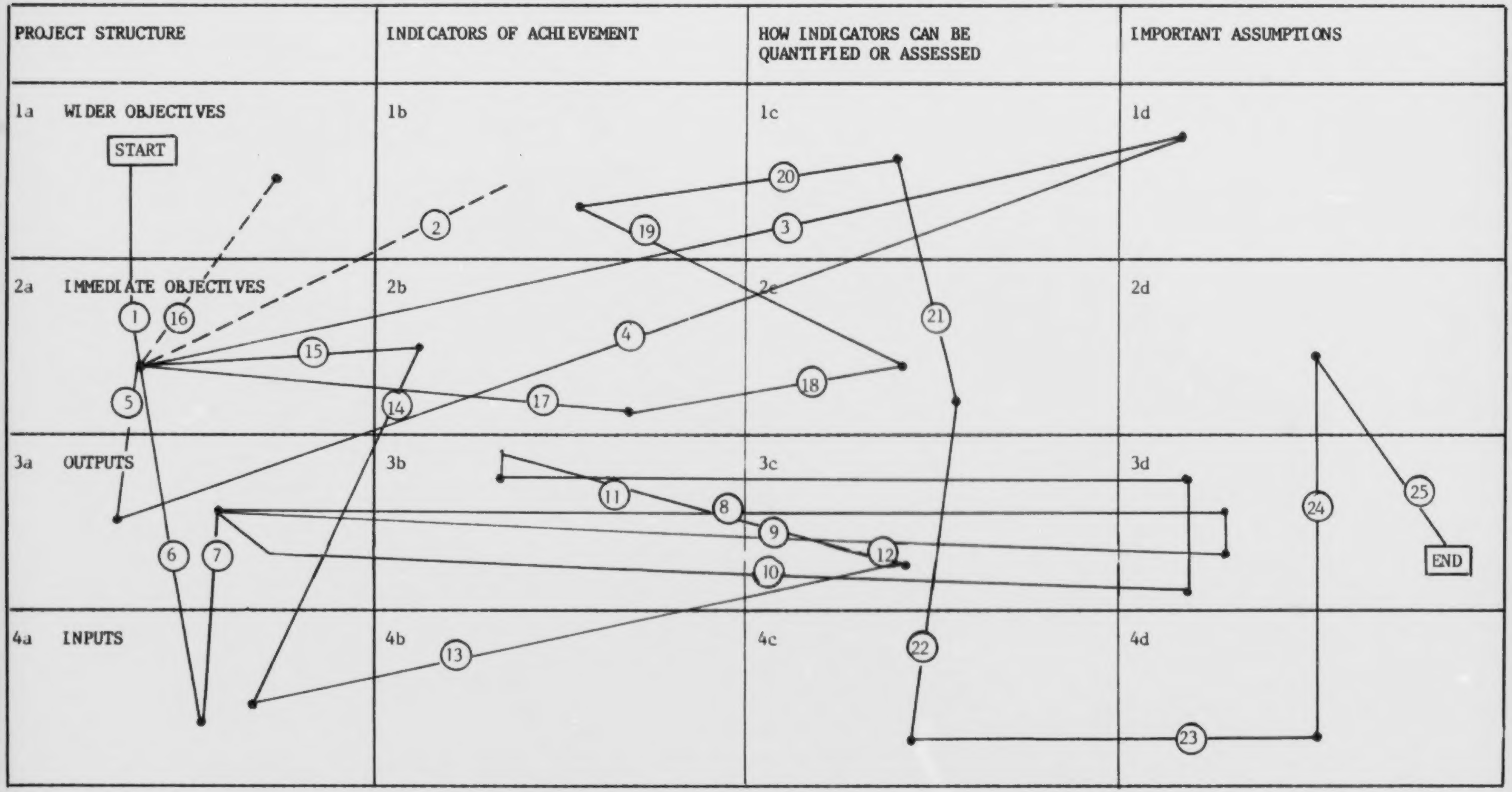
Does this in fact invalidate the matrix?

PROJECT TITLE: MALI

PROJECT FRAMEWORK

PERIOD OF ODA FUNDING
FROM F/Y TO F/Y
TOTAL ODA FUNDING: £

PROCEDURE ADOPTED TO FILL OUT MATRIX



PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
1a WIDER OBJECTIVES	1b	1c	1d
2a IMMEDIATE OBJECTIVES	2b	2c	2d
3a OUTPUTS	3b	3c	3d
4a INPUTS	4b	4c	4d

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8.0 TANZANIA

Presenter: J Durkin

Though remarkably stable in political terms since Independence in 1961, Tanzania has, in the last decade, suffered severe economic dislocation with the education sector being greatly affected.

Primary education is universal and free and is designed to be a complete basic education in itself. The secondary sector has been deliberately kept small (only 3% of primary leavers are enrolled) to match manpower requirements though in recent years there has been a large increase as parental demand exerts itself.

Kiswahili, the national language, is the medium of instruction at primary level and English has declined in importance and is only really used in secondary and tertiary education. During the 1970s plans were laid to change over to Kiswahili-medium at secondary level but nothing concrete was achieved. Meanwhile competence in English declined and it became less effective as a medium. Public and governmental concern over falling standards in English resulted in a restatement of the important role of English as a medium at post-primary levels.

An ODA-sponsored survey of English teaching and learning (Dodd-Criper Report, 1984), recommended that ELT support should be focussed on the provision of reading material and in-service training for the secondary sector. Two controversial aspects of this report were the conditionality required of the Ministry of Education (on language policy, ELT organisation and 'setting') and the role of the consultants in determining professional and pedagogical practice. Negotiations on these matters were lengthy and agreement was not reached until 1986.

The project design process has been characterised by a number of major revisions and changes. In the first phase of the project seven KELTs will be working from regional bases monitoring the reading programme and providing associated in-service training. In the second phase, this number will rise to ten with emphasis being put on pre-service training and the local production of reading materials and teachers' guides.

PROJECT TITLE: ENGLISH LANGUAGE TEACHING SUPPORT PROJECT

PROJECT FRAMEWORK: TANZANIA

ODA FUNDING FROM: F/Y 86/87 to 90/91
TOTAL FUNDING: £1,956 m.

PROJECT STRUCTURE	PROGRESS OF INDICATORS	INDICATOR ASSESSMENTS	PROJECT CONDITIONS
WIDER OBJECTIVES To raise the standard of English so that it becomes a more effective medium of instruction in post-primary education in accordance with declared government policy for manpower development.	By 1991 improved effectiveness of English as a medium of instruction in post-primary registered schools.	Task Force Reports (6 monthly). Examination Council Reports on Form IV Exam (annual). Reports from post-Form IV educational institutions. Inspectors' reports.	That GOI policy on English as a medium of instruction remains unchanged.
PROJECT PURPOSE 1. To establish a reading scheme in all (government and registered private) secondary schools at secondary 1-4 level. 2. To upgrade ELT Methodology training in pre-service (diploma and university) and in-service courses, with an emphasis on reading.	By November 1986, KELT project coordinator at post. By January 1987, Task Force operational. By February 1987, 4 KELTs operational at zonal level. From February 1987 books distributed on schedule.) By August 1987 orientation seminars completed.) * By September 1987 Form 1 reading materials in use.) By January 1988 3 zonal KELTs operational. 1 KELT at UDSM operational. From February to September 1988 * cycle repeated for Form 2 with assessment of reading progress. By April 1988 2 ELOs appointed to Ministry.	Task Force minutes of meetings and reports. KELT Coordinator's reports. KELT diaries and reports (including in-service statistics). Inspectors' reports. Faculty of Education reports. UK College reports. Course evaluation reports: teachers Students. Reading test data.	Local funds for project inputs available when required. Suitable local personnel for support and training available. Local accommodation identified on time. Books and project equipment arrive on time. Suitable UK training courses can be identified. Clear lines of communication between all parties concerned with project established. That funding is available for locally-produced reading materials.

PROJECT STRUCTURE	PROGRESS OF INDICATORS	INDICATOR ASSESSMENTS	PROJECT CONDITIONS
PROJECT PURPOSE (cont)	By July 1988 1 KELT operational at Institute of Curriculum Development. By December 1988, 2 English Language specialists appointed to Exams Council; 3 National INSET seminars run by visiting tutors from UK link colleges completed; requirements for locally-produced reading materials specified. From February to September 1989 * cycle repeated for Form 3. By July 1989: a. University pre-service reading course component established; b. Diploma English courses at Marangu, Mpwapwa and Dar reviewed and proposals for revision made. By December 1989, 3 National INSET seminars complete. From February to September 1990 * cycle repeated for Form 4. By September 1990, 2 ELOs and 6 tutors/inspectors finish UK training. By December 1990, 112 teachers completed UK short training courses; proof copy of new reading materials ready; 3 National INSET seminars held. By December 1991 new reading materials published; 3 National INSET seminars completed.		

INPUTS		OUTPUTS
Donor: ODA 1. 1 KELT Coordinator 7 zonal KELTs 1 Reading/ELT Methods Specialist 1 Materials Writer 2. 233 initial sets of UK-published books and readers 3. 12 visiting UK tutors 4. 30 TC awards pa 5. Project dedicated equipment for all centres 6. 10 Land Rovers and spares + maintenance and running costs 7. VSO per diem allowances 8. Project admin officer, secretary and messenger (DSM) 9. Contingency Fund	**Host: GOT** 1. Funding for zonal INSET seminars 2. Secretaries and drivers at zonal centres 3. 2 Ministry ELOs + 2 Exam Officers 4. Establishment of Task Force 5. Accommodation for KELTs central and zonal 6. Central and zonal offices and storage facilities 7. Transportation of reading materials/books to zonal centres	**Materials** 1. Sets of locally produced reading materials (number of titles to be specified by December 1988). 2. Pre-service reading course for Faculty of Education, UDSM. **Trained Personnel** Locally trained: 1. 30 teachers pa trained on reading course at UDSM. 2. All English teachers from 233 secondary schools trained through zonal and national seminars and in-service programmes. UK trained: 112 secondary teachers (short courses) 2 ELOs 2 Examinations Council (long course) 4 Teacher trainers

SUPPORTING DOCUMENTATION

1. Implementation schedule (bar chart)
2. Budget
3. Job descriptions:
    a. KELTs
    b. Local support staff
4. Schedule for input of books
5. Equipment list
6. Schedule for delivery of equipment
7. Task Force Terms of Reference (including post-project monitoring and review)
8. Project context document
9. Evaluation/review procedures
10. Project memorandum

TASK FORCE: PROPOSALS FOR TERMS OF REFERENCE

General Aims

1. To monitor and review the progress of the project and ensure that it keeps to schedule as indicated.
2. To assess developing post-project needs.

Specific Objectives

a. To liaise with Commissioner of Education, Exam Council, University and Curriculum Development Institute.

b. To approve key personnel (exam officers, inspectors and tutors) and serving teachers for UK training.

c. To monitor project progress in relation to stipulated time schedule.

d. To consider reports from institutes and personnel at regular intervals and recommend appropriate action.

e. To implement agreed short and long term evaluation strategies.

f. To establish lines of communication necessary for the project.

PRELIMINARY QUESTIONS

1. What is the context in which aid is sought?
   - political and economic system
   - education system
   - English language profile

2. What is the relationship between host and donor(s)?

PROJECT STRUCTURE	PROGRESS INDICATORS	INDICATOR ASSESSMENT	PROJECT CONDITIONS
WIDER OBJECTIVES What purpose will the ELT project serve in relation to the country's needs?	How can we establish whether or not the wider objectives have been attained?	Where is the evidence for the progress indicators to be found?	What condition(s) at national level must be met to ensure the achievement of wider objectives?
PROJECT PURPOSE What are the specific ELT objectives by which the wider objectives will be achieved?	Draw up a schedule showing the dates by which the important stages of the project will be implemented.	How can we find out if these stages have happened?	What factors that might affect the progress of the project are not within the control of the project?

INPUTS		OUTPUTS
Donor(s):	Host:	What will be produced as a result of the project?
MATERIALS	What materials,	
PERSONNEL	personnel, and	
FACILITIES	facilities	
will be necessary for the implementation of the project?		

9.0 YEMEN

Presenter: J Boughey

Over the last ten years, Yemen has had a large KELT representation with work being concentrated in two major projects. A textbook writing project was established within the Ministry of Education in 1979 to produce English course books for use in preparatory and secondary schools. Upon completion of the books and associated video materials, the focus was shifted to in-service teacher training. It is the second project conducted within the English Language Unit at the University of Sana'a with which we are now concerned.

The Unit, which began operation in 1983 is a Faculty of the University and has its own Dean. Its aims are to service all Faculties with communication skills courses, to work closely with the English Faculty on the provision of language teaching and methods training, to conduct specialised courses for particular groups of university staff or students, to offer courses to groups outside the University and to conduct research in language teaching and learning.

The project was scheduled to run for five years 1982-87, and to have a complement of six KELTs. In fact, only four KELTs were recruited for course design, testing, teacher training and the development of self-access materials. The Unit has had to contend with a number of problems, especially large class sizes, low levels of competence in English and instability in staffing.

The case study leader expressed the hope that the study group would be able to review past developments in order to determine effective salvage strategies.

YEMEN CASE STUDY

EXCERPT FROM PROJECT MEMORANDUM: SANA'A UNIVERSITY LANGUAGE CENTRE

1. Background

The Sana'a University Language Centre (SULC) project, now entering its fifth year, may be regarded as having succeeded in the major aim of improving the English Language Centre's instruction to all Faculties of the University by upgrading and modernising syllabi and materials. (See 'An Outline Project Design Document for the Teaching of ELCS in the University of Sana'a, A Mountford, 1982, 1.) In addition steady progress is being made by the KELTAs operating in the Faculty of Education.

2. Objective

The project is now moving from the developmental stage into a consolidation phase. This transition requires emphasis on teaching rather than materials writing, necessitating a restructuring of the KELT team. It is envisaged that such a restructuring would be carried out in two phases, as summarised in the Project Framework Document.

Phase 1

i. Withdrawal of Head/English Language Unit (H/ELU) and Syllabus Adviser posts in June 1988.

ii. Transfer of Senior Teacher Trainer and the two Category IV posts (one of which is in Taiz), to the INSET project.

Phase 2

Provision of two Category IV posts, to maintain the Language Centre's ESP programme. (See Appendix 2 for job description.)

A case might have to be made for continuing with developmental staff had any suitable Yemeni counterparts been successfully identified. However, the fact that none have yet been found and that there are no prospects of finding any in the near future, coupled with the Dean of the Language Centre's insistence on classroom teaching rather than developmental work, argues for the replacement of KELTA staff by Category IV teachers.

PROJECT TITLE: SANA'A UNIVERSITY
LANGUAGE CENTRE PROJECT

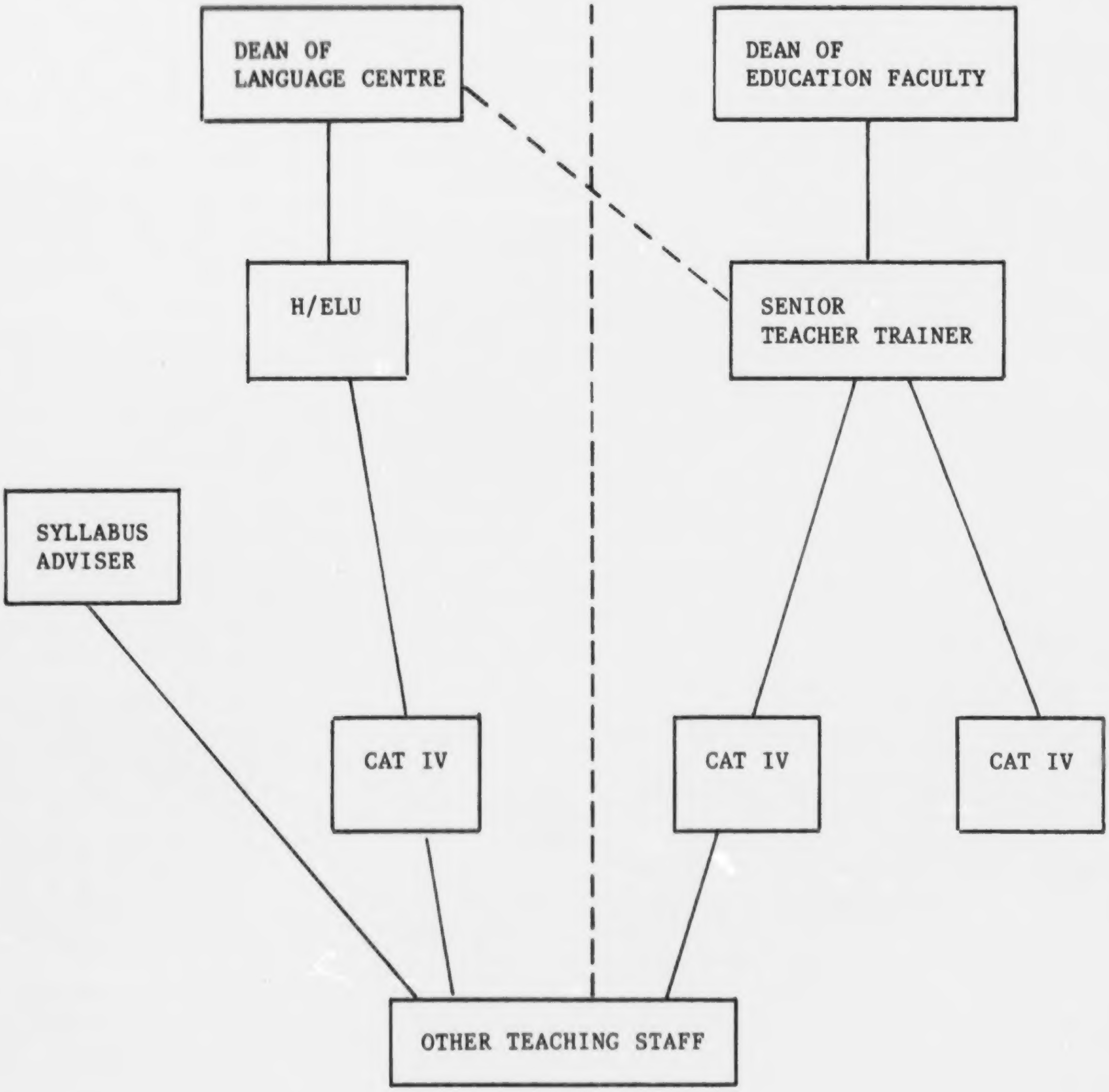
PROJECT FRAMEWORK

PERIOD OF FUNDING
FROM F/Y 88/89 TO F/Y 89/90

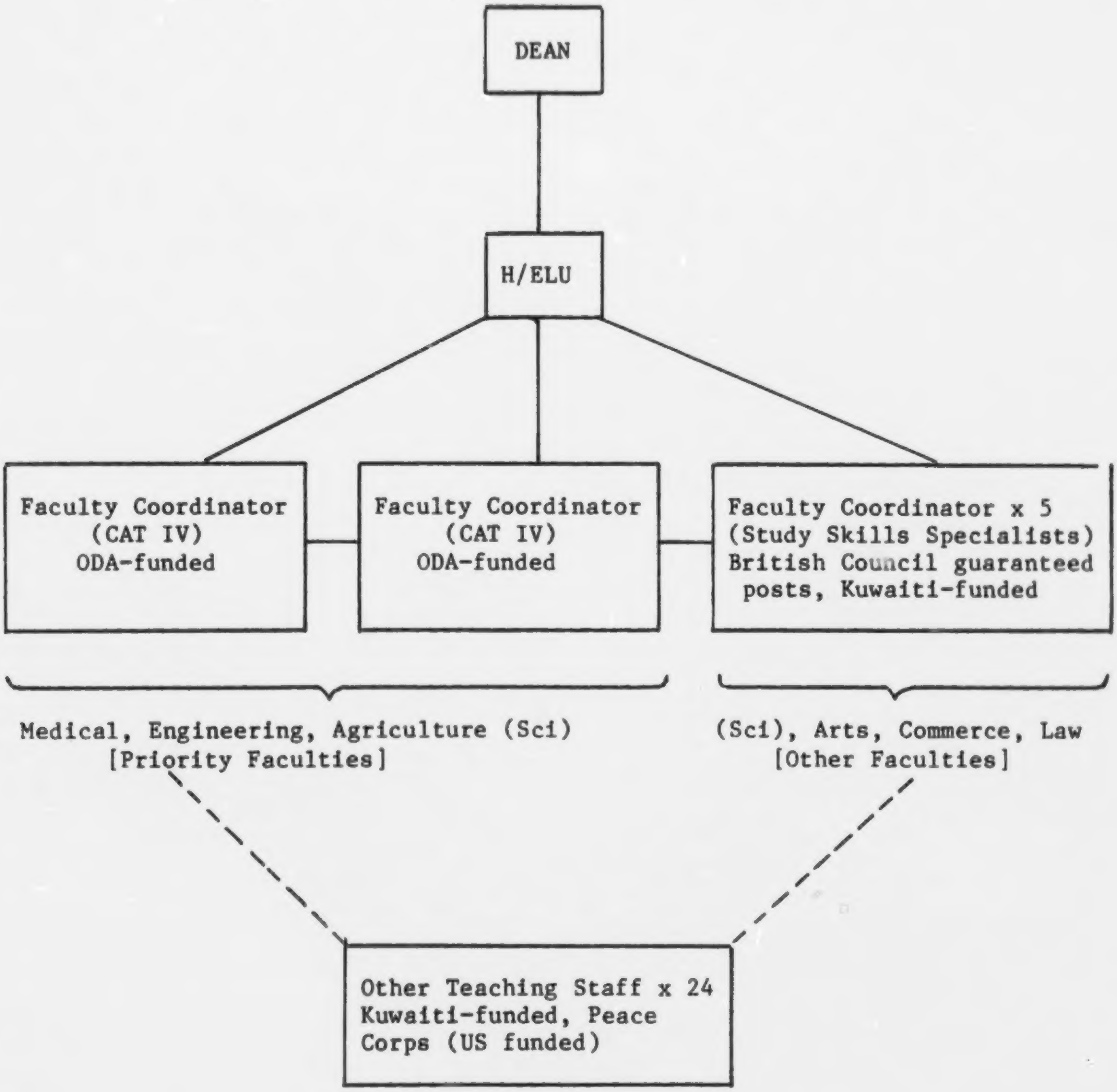
PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
WIDER OBJECTIVES Redirection of emphasis of KELT Projects in Yemen (ie ELU and Fac Ed Projects: se PF INSET Project)	1. Quality ESP teaching by ELU maintained. 2. More effective in-service training provided.	1.1 End of course exam results. 1.2 Annual evaluation visits by ELSD. 1.3 Informal feedback by Deans of Faculties. 2. See PF INSET Project.	1. Assumed CAT IVs will remain in priority Faculties (medicine, engineering, agriculture).
IMMEDIATE OBJECTIVES 1. Withdrawal of developmental staff from ELU by 1988, ie H/ELU and KELTA. 2. Provision of one extra Cat IV to maintain quality/continuity of language programmes until 1990. 3. Phased handover of all functions to local staff. 4. Improved support for INSET Project by transfer of Ed Fac KELTs.	1. Developmental staff withdrawn by June 1988. 2. Presence of both Cat IVs by September 1988. 3. Phased handover completed by June 1990. 4. Ed Fac KELTs working in INSET by October 1988 (see PF INSET Project).	For 3: Phase 1, June 88. Withdrawal of H/ELU and KELTA LU. Phase 2 (i) Installation of second Cat IV (ii) Transfer of Senior Teacher Training and Cat IV posts to INSET Project. Eng Phase 2: ODA-funded staff withdrawn by end 1990.	Assumed: 1. That University appoints non ODA-funded H/ELU. 2. That ELU is able to function without ODA-funded staff.

PROJECT STRUCTURE INDICATORS OF ACHIEVEMENT	HOW INDICATORS CAN BE QUANTIFIED OR ASSESSED	IMPORTANT ASSUMPTIONS
OUTPUTS 1. An Operations Handbook will be designed to underpin infrastructure established during period of ELU Project. See Appendix 1. 2. All materials and teaching notes developed during life of ELU Project will be published by February 1988. 3. Syllabuses developed during life of Project to be made available. 4. ODA will continue to maintain the quality of ESP teaching in priority Faculties through provision of 2 Cat IVs until 1990 (one being extra Cat IV as above). 5. Transfer of Ed Fac KELTs (ie 1 KELTA, 2 Cat IV) to INSET Project.	For 4 - Test/exam results: - positive feedback from Priority Faculty staff - Classroom observation by ODA-funded staff and outside consultants.	For 1, 2, 3: That H/ELU and KELT will have sufficient release time to prepare OH and collate/edit materials, syllabuses for publication. For 4: That student-teacher ratios remain stable. That job specifications for Cat IVs adhered to.
INPUTS ODA: In addition to what already exists: 1. 2 KELT Cat IVs on 2 year contract initially, one a renewal (88/89-89/90). See Appendix 2 for Job Description. 2. No further equipment, subject to arrival of hardware already recommended in Deyes March 87 report. 3. Provision for up to 4 Fellowship Units for UK training, up to 1990. 4. Book presentation to LU: £2,000. 5. Paper for LU publications: 200 reams. Yemeni 1. University to replace ODA-funded staff with locally funded staff. 2. To provide English/Arabic secretarial support to the ELU.	For 2: Equipment recommended by Deyes arrives. For 3: Yemeni staff trained by 1990.	For 2: Assumption of approval/ arrival of equipment recommended in Deyes Report March 1987. For 3: Assusmption that Fellowship Units will be costed on annual ODA Keysheets. This assumes that locally funded staff can be found.

ORGANOGRAM OF PHASE 1: CURRENT SITUATION


DEAN OF LANGUAGE CENTRE
DEAN OF EDUCATION FACULTY
H/ELU
SENIOR TEACHER TRAINER
SYLLABUS ADVISER
CAT IV
CAT IV
CAT IV
OTHER TEACHING STAFF

ORGANOGRAM OF PHASE 2: PROJECTION, SEPTEMBER 1988


DEAN
H/ELU
Faculty Coordinator (CAT IV) ODA-funded
Faculty Coordinator (CAT IV) ODA-funded
Faculty Coordinator x 5 (Study Skills Specialists) British Council guaranteed posts, Kuwaiti-funded
Medical, Engineering, Agriculture (Sci) [Priority Faculties]
(Sci), Arts, Commerce, Law [Other Faculties]
Other Teaching Staff x 24 Kuwaiti-funded, Peace Corps (US funded)

Appendix 1

OPERATIONS HANDBOOK

Areas to be covered in the handbook:

1. Testing (for streaming).
2. Constitution of classes.
3. Briefing of EL teachers.
4. Description of courses/materials/teachers' notes.
5. Procedures for designing new courses.
6. Administration, eg register, mark sheets.
7. Notes on coordination procedures for Coordinators, eg over mid-term exams, mini-tests, homework, distribution of work, marking.
8. In-service teacher training (observation, checklists).
9. Exam re-sits.

Appendix 2

JOB DESCRIPTION FOR CATEGORY IV POSTS FROM SEPTEMBER 1988

1. Up to 12 hours a week teaching in a priority Faculty (Medicine/ Engineering or Agriculture).
2. Coordination of one or two English language programmes in priority Faculties.
3. Observation and support of locally-funded ELU teaching staff.
4. Preparation and correction of exams.
5. Work in close cooperation with each other.

PART THREE

PROFESSIONAL ISSUES

10.0 LANGUAGE AND THE CURRICULUM

Chris Brumfit

After a poem by Auden and a quote by Wilde, "The cynic knows the price of everything and the value of nothing", the course members were asked to consider the question of why the language each one of us speaks is like it is. A brief discussion ensued and the main factors were identified as:

1. Parents
2. School
3. Peer group
4. Residence
5. Profession

It was also felt that people choose language according to the situation, either consciously or subconsciously.

This very wide variety of options within a language has implications for language teachers; what is the 'language' which should be taught to students from different parts of the world. We need to see what we think language is in curricular terms.

Nature of Language

Is language an idealised system? For language teaching, idealisations such as the acquisition order of morphemes, are of limited value, especially when dealing with specific groups of people.

So what does language teaching have to consider?

- the philosophy of language
- anthropology
- sociology
- social-psychology

and a consideration of these areas demonstrates that there is no such thing as an archetypal 'native speaker'.

What is clear is that there is a close connection between identity and the language spoken (cf Giles' convergence - when there is a wish to conform and divergence - when there is not).

Communication is made more difficult if there is no convergence/goodwill; this would seem to indicate a move towards a standard form of English. This apparent conventionality is negotiable, and conventions can be changed.

There is no truth about language, and models have value only as models of convenient fiction. They are crutches to be thrown away when no longer needed as language is only what is made up by the participants in an interaction.

In a language teaching situation, this indicates an erosion in the position of the native-speaker teacher, especially as the objective of language teaching is increasingly seen in terms of the processes and not the product (cf Brumfit's work on accuracy and fluency; fluency being the processes used to achieve a goal whether in L1 or L2 and accuracy being the production of language to see if you can get it right).

For Brumfit, pre-learning activities concentrate on the production of individual language features and language learning is language in use, ie it is only possible really to learn a language by total immersion and this would involve awareness of cultural activities.

Fluency precedes accuracy because fluency indicates being maximally efficient on your own terms. This might involve a limited amount of language but this can be employed to generate all types of complex communication. What is more important, therefore, is not that more language should be taught, but how to use what is already known more effectively.

Language and the Curriculum

Curriculum Value Systems (from White p 74)

I. Classical: ie autocratic, teacher-dominated, skills-based and competitive. TRANSMISSION MODEL.

II. Romantic: ie individualised, method-based, learner-centred and free. KNOWLEDGE MODEL.

III. MODERN: ie flexible, participative, liberal, process-oriented and experimental. INTERACTION MODEL. (There is knowledge but you only make sense of it by interacting with it.)

Language in Education (see Diagram)

You cannot have these activities without language but that does not mean you need an ESP course for each activity. No subject area needs specialised language.

How do you connect PROCESS to a language syllabus?

How do you define the function of a syllabus?

- it is related to the curriculum and the social context
- it is a device for public planning
- it is a means of control
- it can be spontaneous and local
- it must have a beginning and an end
- the sequencing must be intrinsic to the language; the items taught should not be linked to time
- it generates units of work
- it is negotiable during use and after
- it is a retrospective record and a prospective plan
- it leads to different courses of study
- it interacts with other syllabi
- it must be evaluated, but not necessarily formally and quantitatively

A syllabus is a public document which can be criticised and improved. If there is no syllabus, there is too much of a hidden curriculum. There needs to be a starting point.

Possible Syllabi

based on

- linguistic system, ie language descriptions (structural syllabi etc)
- interaction system, ie what we do with language (functional syllabi)
- content system, ie not based on language (immersion programme/culture-based/literature based)
- procedural system, ie task-based (but they can be crypto-linguistic or interactional syllabi).

Linguistic or interactional syllabi can be considered accuracy syllabi and content syllabi can be considered fluency syllabi.

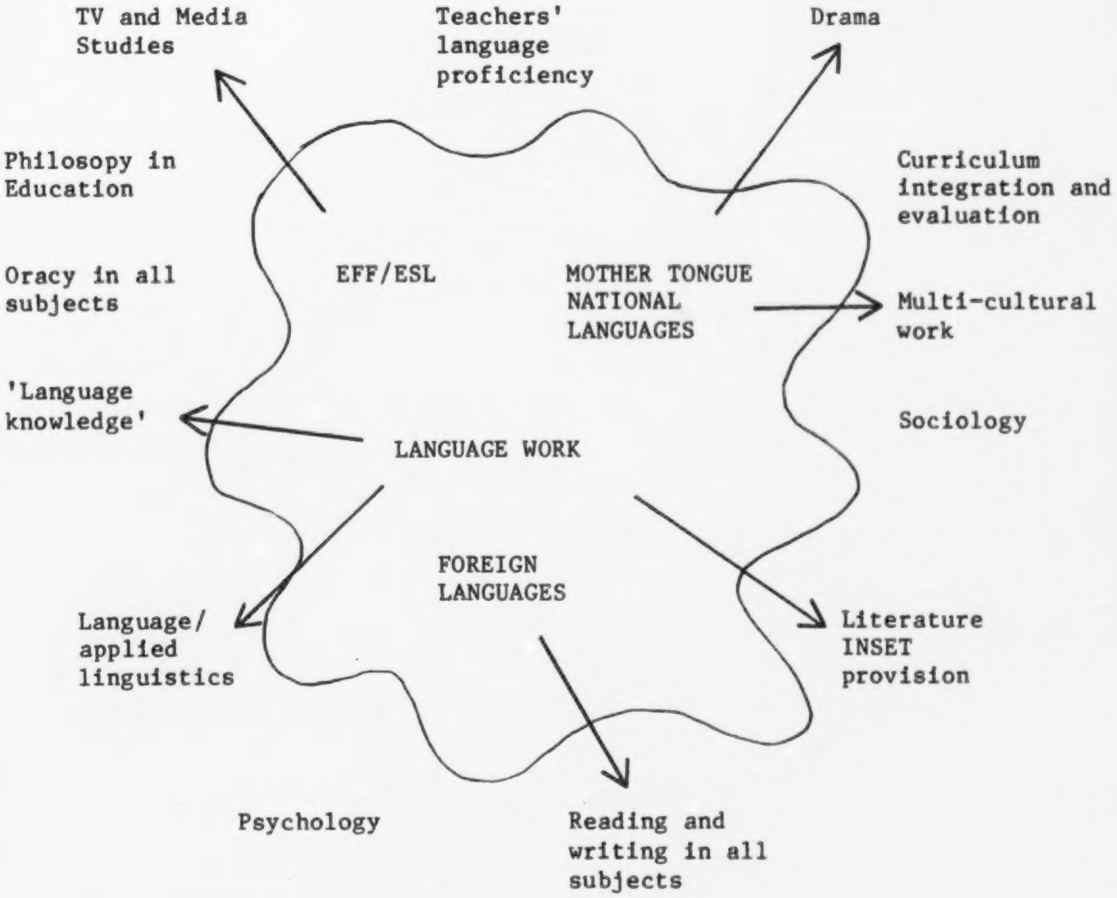
Fluency activities are crucial, especialy in EFL. It is not linguistic expertise which is crucial but the relationship with other subject teachers that achieves language across the curriculum (personal/managerial problems are more important than linguistic).

Evaluation of Students in Content System

You need a specific language programme to reach a high level of language competence for examinations.

LANGUAGE IN EDUCATION
STRONG CURRICULUM LINKS

ADDITIONAL TEACHER EDUCATION IMPLICATIONS


TV and Media Studies
Teachers' language proficiency
Drama
Philosopy in Education
Curriculum integration and evaluation
Oracy in all subjects
EFF/ESL
MOTHER TONGUE NATIONAL LANGUAGES
Multi-cultural work
'Language knowledge'
LANGUAGE WORK
Sociology
FOREIGN LANGUAGES
Language/ applied linguistics
Literature INSET provision
Psychology
Reading and writing in all subjects

Chair: Bob Straker-Cook
Rapporteurs: David Constable, Peter Dewar

11.0 THE NATURE OF EVALUATION

Cyril Weir

There is a need for a wider view of evaluation which includes central issues such as the background to the project, the methods to be used and the group for whom the evaluation is being made.

In considering evaluation we must be aware of the following points:

1. the need to establish the purposes of evaluation with all the concerned stakeholders in the process;

2. the danger that evaluation can easily be used to prove what it sets out to prove 'to praise what you want to be praised', etc ...

There are three acceptable reasons for evaluation:

1. so that all interested parties can gain insights into the project and learn from it;

2. to ensure success for current activities;

3. to ensure that money is being well spent.

There are five widespread myths about evaluation which should be carefully examined:

1. That evaluation should measure performance against objectives. Difficulties here include:

   a. the fact that goals may vary during a programme as learning programmes are dynamic;

   b. difficulties in deciding whose objectives are to be measured (those of the planners, the teachers or even the pupils);

   c. the fact that measurable objectives tend to be trivial, while others, which may be more important (eg the ability to think logically) may be difficult to quantify.

2. The belief that evaluation should take place at the end of a programme.

   Evaluation clearly is necessary at the end of a programme (summative). But there may be a need to gather baseline data at the beginning of a project; formative evaluation may be necessary to show why the project achieved what it did and how it was achieved; indeed it may be necessary to study the effect of the programme after it is finished.

3. The length of an evaluation.

   In general, these are short, a kind of 'educational commando raid', but there is often need for a longer evaluation, which lasts perhaps the whole length of a programme. We are interested in long-term, not just short-term effects.

4. That there is only one truth to be revealed.

   Objectivity is impossible as we all come with our own particular view of the world. The best we can achieve is a pooled subjectivity. There is

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therefore a case to be made for the involvement of insiders in the evaluation as well as 'objective' outsiders. The insider brings an awareness of the background, the evolution of the project that the outsider lacks.

5. That evaluation is purely statistical.

Evaluation should not concern itself solely with the quantitative, easily measured statistics, but also with the qualitative - observation, surveys, discussions, etc aimed at eliciting opinions.

Evaluation methodology

The following points need to be taken into consideration.

Evaluation has often been based on the 'botanic' control group situation, isolating discrete elements under control conditions. Now there is a need for a more holistic approach, concentrating on the whole of the project rather than the parts.

The quantitative, though easy to measure, is too restrictive; the qualitative also must be included.

It is no longer sufficient to be simply empirical considering hard data. We need also to include the judgmental, considering a whole range of attitudes.

Test instrumentation

There is frequently a need for accountability, to show for example the degree of improvement that takes place on a language course. With current practice this is problematic:

1. Standardised tests are not attuned to student needs.
2. Specially designed tests may not be valid or accepted.
3. Test/retest procedures are open to question. Parallel tests would be a solution, but these are generally unavailable.

Two views

The two predominant attitudes to evaluation could be summed up in the following table:

ECONOMIC	EDUCATION
Quantitative	Qualitative
Immediate Cost Benefit	Long-term Results
Simple Answers	Complex Issues
Simple procedures	Complex Procedures
Outsider	Insider
Objectivity desired	Subjectivity acknowledged
Description	Understanding

Discussion

The following tasks were set for group discussion:

Consider these elements:

1. Implementation of a syllabus
2. INSET
3. Implementation of a new syllabus

Discuss how these could be evaluated, what would be problematic about adopting a wider view, and how the KELT job specification would be changed.

Round-up Session

The following points emerged:

1. There would be the necessity for a KELT evaluation officer in each major project.

2. Taking over the role of evaluator would affect one's relationship with the rest of the team.

3. There would be problems with baseline data because the KELT does not have time to survey and establish these data; if carried out before the KELT's arrival, data would probably have changed before he reaches post.

Chair: David Constable
Rapporteurs: Vijaya Kholi, Ian Marvin

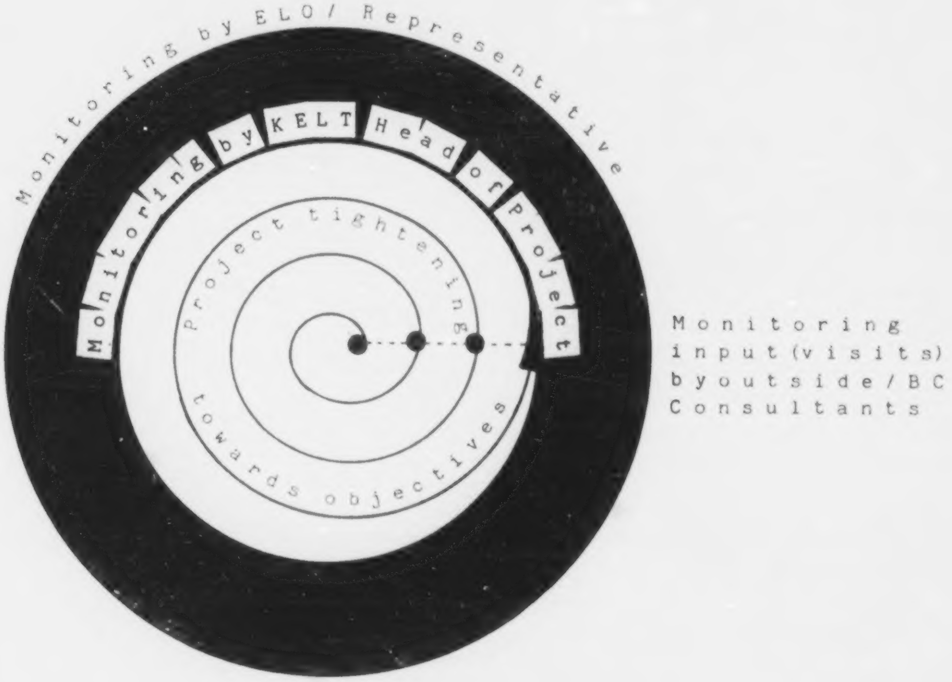
12.0 MONITORING AND EVALUATION

12.1 MONITORING AND EVALUATION (or "Froth is Fun but ...")

Tony Deyes

The aim of this session was to suggest procedures to make the monitoring of projects more systematic. The starting point was the fact that the KELT him/herself while in some cases a Project Manager, in other cases reported directly to one - normally the Council ELO or Representative - with very often an outside consultant providing a further dimension to the monitoring process.

These relationships could be graphically represented - in the spirit of Dunford, and in connection with the title of the paper - as a mug of foaming ale seen in cross-section thus:


Monitoring by ELO/Representative
Monitoring by KELT Head of Project
Project tightening towards objectives
Monitoring input (visits) by outside/BC Consultants

The shaded section represents the glass itself, the outside rim being the monitoring of the ELO/Representataive, the inside rim the control exerted by the KELT him/herself (as Head of Project, perhaps) while the Project develops towards its objectives in an ever tightening spiral. The KELT is not the mug!

The external monitoring agent (represented by the handle) should ideally have some input at the start of the Project and then 'intercept' it at various points of its development (here shown on 4 occasions).

What procedures or evaluative tools exist to support this analytical approach in helping all parties to monitor a KELT project? One such tool proposed by the speaker was the concept of 'Action Research'. The visual gimmick was then extended to the mug viewed from the side to represent the idea of the KELT (and his counterparts) as fishermen, plucking students or the teacher from the classroom pool and subjecting their performance/progress to careful analysis 'below the froth'. The principle of such an approach was summed up in the phrase 'Reflection related to diagnosis', in the sense that the main aim of such close analysis as well as a monitoring tool is to feedback into better performance in the classroom.

Action Research

The main techniques of Action Research when used as a means of helping to evaluate teaching are usually as follows:

Interviews:	structured/unstructured
Questionnaires:	multiple choice rating scales open ended
Diaries:	teacher student focused narrative
Portfolio:	teaching material student work minutes of meetings
Case Studies:	personal files individual work supporting material
Recording:	video audio
Structured Observation:	pupils - - What did they do? - What were they learning? - How worthwhile was it? teachers - What did I do? - What did I learn? - What do I intend to do now?

It was suggested that in a situation specificaly involving the continuous evaluation of an ELT project by somebody actually involved with that project, eg KELT or similar, the following types of Action Research Procedures would be useful:

Curriculum/Syllabus Projects:

- Interviews
- Spot intervention (asking students/pupils/teachers to externalise their reaction on the spot)
- Post intervention (reactions some time after the event)
- Student questionnaires

Teacher Training Projects:

- Diaries
- Introspection on language learning
- Feedback sheets (teachers write up reflections on a lesson) -
- Teacher plus observer in the classroom

Materials Writing Projects:

- Re-write instructions
- Issue materials with (eg pictures) missing
- Students rewrite contents pages
- Students rate the materials

Skills Teaching Projects:

- Reading - miscue analysis
  - protocol analysis

Tony Deyes felt that such procedures could, within the framework of an ELT project serve a dual evaluative and information purpose. However, he did raise the important points that some of the above procedures which must rely heavily on the cooperation of pupils/course participants can be anxiety creating. For instance, diary keeping can be an arduous task for a non-native speaker and this can affect the usefulness of the information which is obtained by this method.

To assess the general evaluative usefulness of AR procedures and identify any problems which might arise from using them, the following group work task was set:

Task

A monitoring visit is to take place in 3 months' time. The consultant will want data indicating that one of your immediate classroom objectives is being achieved.

Suggest how you might go about providing this data, indicating:

- The classroom objective.
- The source of information, eg class, school, trainee group
- Nature of the data
- Time
- Cost to ODA (ie % of the approximate cost of keeping a KELT at post for one year).

Due to the diversity of countries and project types represented by the 5 groups the report back session was rather inconclusive. However, the following general points did emerge:

- Using AR methods it is almost impossible to collect data without at the same time in some way interpreting it. Doubts were therefore expressed about the objectivity of the method and the acceptability of such 'evaluations' to external agencies such as ODA.

- It became apparent that if carried out formally for presentation, AR procedures were immensely time-consuming and unlikely to be cost effective.

- Informally AR procedures were used continually by most KELTs in monitoring their own projects and were valuable. A compromise for the purposes of external evaluation might be therefore for KELTs to provide consultants/evaluators with examples of raw data, ie videos, diaries, etc but structured in such a way that most important points were more accessible.

By way of conclusion, the speaker used the following quotation from Denise Taylor (see Bibliography):

> "Froth can indeed be fun, but when it dies down leaves hardly a trace."

AR can ensure that our projects leave something lasting behind by getting beneath the froth, more exactly monitoring classroom performance, and thereby bringing permanent changes into classroom procedures.

Chair: Dick Chamberlain
Rapporteurs: Tony Parsons, Paul Poulter

12.2 YEMEN ARAB REPUBLIC TEXTBOOK PROJECT - ODA EVALUATION

Judy White

The primary objective of the evaluation was to estimate the success of the ELT textbook project in promoting an improvement in the standard of English achieved by preparatory and secondary school pupils. The project also sought to contribute to an improvement in tertiary level education achievements and/or job performance. Other aims of the evaluation were to consider how efficiently the project was implemented and managed by ODA and the British Council.

Although this particular evaluation exercise was project specific, many of the design and implementation problems which were identified appear to be common to a wide range of projects.

1. Identification, Design, Appraisal
   - How was the project chosen?
   - What were Yemeni educational priorities?
   - Were there any perceived constraints?
   - What was the Yemeni role?
   - How was success to be measured?

2. Implementation and Management
   - Were the different roles of ODA, British Council and KELTs well defined?
   - What were the main problems?
   - What were the main successes?

3. Project Impact
   - Are the textbooks well written?
   - Are Yemenis able to take over the project?
   - What improvements have there been in ELT in schools?
   - What improvements were seen in pupils' use of English?
   - What is the need for English in the labour market/university?

Identification, Design, Appraisal

In many ways, even at the conclusion of the evaluation exercise it remained unclear as to why the textbook project had been identified in the first place. The importance of the project relative to other educational priorities in the Yemen seemed to be arguable. The evaluation noted that no systematic attempt was made to 'quantify' the ELT needs of the intended target population and no specific objectives were set whereby eventual success could be measured. The evaluator argued strongly that in a project involving funding set aside for development, the links between the ELT project and economic and social development of the country concerned must be explicit. It is not satisfactory to simply assume that 'an improvement in the standard of English' is sufficient rationale for an ELT project.

In fact, it appeared to the evaluator that little or no account had been taken of the wider social and economic setting of the project at the design stage. This meant that no specific plans were made which would have helped ensure Yemeni involvement in the project and that unrealistic assumptions about the level of Yemeni support were built in to the project. The effects of Yemeni ambivalence over the fact that the immediate beneficiaries of the accompanying in-service training programme were largely foreign nationals were also ignored. This was a serious error at the design stage and subsequently the Yemenis were not pressured into giving specific, written commitments to the project.

Implementation and Management

The project suffered from a failure to set up a clearly defined management structure from the outset, and this deficiency was compounded by the fact that the roles of ODA, the Council (both in London and in Yemen) and the KELTs concerned, were not clearly defined. Despite some 16 monitoring visits by the Council (some of which were spread over several weeks) and 4 ODA visits, the project still seemed to flounder. The focus of Council visits seemed to be exclusively on the textbooks themselves and the methodology involved, and not on wider issues relating to the overall Yemeni educational/economic situation, the management or evaluation parameters of the project per se.

Liaison between ODA and the Council, and between the Council locally and the Ministry of Education was not sufficiently close; indeed the Yemenis themselves felt that they were distanced from the project. The KELTs were physically isolated from the key Ministry officials, which was only one factor that contributed to an unsatisfactory working relationship. The KELTs own roles were not made explicit to them - a failure on the part of the Council in London to convey this information.

The problems of the project were thus largely attributable to a lack of HQ management structure and a rather broad-based evaluation procedure, with local issues and frictions unresolved. The KELTs themselves carefully monitored their own progress with detailed reports to London. However, these may have been unread or not acted upon.

Project Impact

It has to be said that the overall impact of the project on Yemen was not immediately apparent. The evaluator considered that it had little 'accountability' in the sense that once the ODA input was withdrawn, the project effect could not be maintained. This is partly due to economic factors - lack of money, no interest on the part of the Yemeni government in paying for in-service training for expatriate short-term contract teachers - and the lack of interest among the Yemenis in joining, and staying in, the teaching profession. There was little evidence of an improvement in teaching standards on a large scale that could be measured either qualitatively or quantitatively and the textbooks themselves are considered to have certain shortcomings. School leavers continue to display a poor standard of English and there is no hard evidence of an increased demand for English, either in the University or in the labour market of the country as a whole.

Chair: Dick Chamberlain
Rapporteurs: Tony Parsons, Paul Poulter

13.0 ENGLISH AS AN INTERNATIONAL LANGUAGE

David Crystal

Most studies of International English are based on impressions. There have been very few definitive studies.

Study has been difficult because the situation is changing very fast. Estimates give the number of mother-tongue speakers as 315-350 million, second-language speakers as 300-500 million and up to one and a half billion people using English as a foreign language. This 'use' is obviously a continuum from mimimal English ('EBP - English for begging purposes') to international fluency.

It is to be noted that this predominance of non-native speakers over native speakers is new for English. No one knows how it will develop. There is no extensive body of sociological or pedagogical theory to deal with this new situation. Of the traditional causes of expansion of a language from its home area, eg demographic, imperialist and economic/cultural, only the latter is significant in the present expansion of English (cf B Kachru's Expanding Circle).

It may be time to replace ESL/EFL (ESOL) with EIL (English as an International Language) or even EIAL (A = Auxiliary). This will be necessary if English becomes a genuinely international language, not bound by British or American culture (and distinct from a language such as Esperanto). Perhaps the majority of English teachers in the world are non-native teachers themselves, many not working in their own country. Both the native teacher and the non-native teacher may need reorienting to this new situation.

Variety may of course occur in all aspects of language such as pronunciation, vocabulary and grammar. Differences of discourse and personal interaction may be the most difficult to analyse and teach.

Intensive listening comprehension may well be the best way to expose learners to the local standard and to the international version of the language. Studies of conversation have shown that it is much more complex than is generally realised, being, for instance, clause-based rather than sentence-based. There may however be unfavourable reactions to conversation-based studies (such as the study of fillers and comments such as 'you know'), even though to linguists they are very significant.

Language is used for COMMUNICATION and for IDENTITY. In many countries this leads to a conflict between the need for international intelligibility and the need to express identity. This may be a widespread expression of identity or expressed only in literature.

Analyses in different countries (eg Bamgbose 1982, 1986) indicate that there are several national varieties of Englsh in most countries, the only common factor being that pronunciation is always localised. Sometimes the terms are over-generalised (such as 'Black English'), possibly to make a political or sociological point which does not reflect reality.

If there were really an International English it would be simplified to some extent, rather like a pidgin. Question tags may disappear (or be replaced by 'isn't it'), word order may change and grammar and vocabulary be reduced.

English is a language that 'loves change'. This is difficult for some learners to accept but does enhance the language's ability to cope on a world scale. The new dictionaries illustrate these changes.

English as an International Language is likely to become a major part of English studies in future.

Discussion

Several topics were raised in discussion. It was pointed out that English having more foreign than native-speakers was by no means unique as a language. Swahili and Hausa were given as examples. It was suggested that tension between English as a means of reinforcing identify and as a means of international access may relate to the level at which English is taught. Secondary school textbooks written in an appropriate (African) national standard English may be a very effective means of providing wider information. At an international conference, however, an African scientist would need to use a widely accessible form of English. The interest for research lay in discovering at what point in the continuum the changeover takes place.

It was questioned whether a culture-free English was in fact easier; it might be so only initially.

The existence of pressure by publishers for the production of deculturised ELT materials aimed at the widest possible market was generally acknowledged. An example was given of textbooks written in one country (Indonesia) to the satisfaction of the host government being revised in Britain for the international market. This has caused great resentment in Indonesia.

Materials produced for a particular region in one variety of standard English might also be rejected if another variety became more important in that region. This had happened with British English for Argentina, Chile and Uruguay.

The existence of a new kind of diglossia was postulated; users of English have emerged who are fluent in both International and a national English.

The problem of specifying what type of English an ELT project should aim at teaching was also raised. There was often local resistance to any deviation from an 'international' syntax and vocabulary, although a national accent was considered acceptable or even desirable. It was also pointed out that standards of measurement - for example the ELTS test - measured British standards rather than international intelligibility.

The particular problem of pronunciation was taken up. Most problems of unintelligibility are problems of pronunciation; most problems of unintelligible pronunciation are problems of rhythm. As more than three-quarters of the world's languages are syllable-timed it is not surprising that learners of English have problems of quantity and stress. Intonation and rhythm still, however, appear neglected areas of English language research and teaching.

The need for the recognition of a national rhetorical variation in English was also shown. Materials ignoring this, or based on a national mode regarded as inferior have been rejected.

It was emphasised that 'International' English was not synonymous with 'English for International Conferences'. The most frequent demand was a fairly low-level one for business or commercial use.

The discussion then turned to the possible dangers of raising students' expectations by suggesting that they would need access to an 'International Language'. Commenting on the ideas put forward Crystal remarked that the discussion had moved into the area of language planning and concluded that 'All discussions of varieties of language move into areas where ultimately language becomes irrelevant'.

Chair: Barry Sesnan
Rapporteurs: Anne Rossiter, Peter Dewar

14.0 ESP AND THE CURRICULUM: A GENRE-BASED APPROACH

Flo Davies

The aim of this session was to examine the constraints on course designers/ materials writers producing materials for ESP/EOP and to consider the potential of a genre-based approach in dealing with these constraints.

1. Constraints within which course designers work

Constraints are 'real-world' and within these a course designer has to satisfy both a sponsoring agency , or CLIENT, eg university, government department, and those who are sponsored, the USERS, eg students, public servants.

Thus, with respect to the CLIENT, the course designer is accountable. At best he/she can negotiate the course; at worst he/she is obliged to work within the constraints set by the CLIENT.

With respect to the USERS a course designer has to produce materials which will be seen as relevant/useful according to the USER's perceptions.

In addition, CLIENT and USER requirements are unlikely to coincide. A CLIENT's aims/objectives may be political, are likely to be broad, general and difficult to specify in detail. By contrast, a USER's requirements are likely to be individually determined and expressed in too great/varying degrees of specificity.

Despite this, when materials are produced, for the USERS, they will tend to represent the CLIENT's expectations and will have not only the authority which is always invested in the written word, but also an official 'seal of approval'. Frequently they will be the only materials available and as such will dictate the content and method of teaching/training as well as the form of assessment.

How does the course designer reconcile these conflicting constraints?

On the surface, an obvious strategy is for the designer to attempt his/her own INTERPRETATION of the CLIENT's requirements informed by reference both to USERS and to the accepted /current theory in education, language teaching, applied linguistics. However, closer scrutiny suggests that there are a number of risks inherent in such an approach: one is that the interpretation of either the CLIENT's or the USER's requirements may be wrong; another is that the attempt to reconcile the needs of both parties may result in neither being properly served. In both cases this simple strategy gives rise to a singular but filtered representation of the real world in which CLIENTS and users have to function.

2. A genre-based approach to course design

As an alternative to the above, what is proposed, is an approach which uses as the basis of course design, the real-world communicative material which is shared by both CLIENT and USER. This real-world material is best described through reference to the notion of 'genre'. The notion of genre in relation to the curriculum owes its origin to Swales (1986a). Swales defined a genre as:

> "a recognised communicative event with a shared public purpose and with aims mutually understood by the participants in that event."

He goes on to propose that within variable degrees of freedom a genre is "a structured and standardised communicative event with constraints on allowable contributions". Davies (1987a) proposes that Swales' definition of genre can be further sharpened with with the additional criterion, that for a communicative event to count as a specific genre, an 'editor' or 'functional editor' of the communicative event can be identified. A genre may be spoken or written; in course design attention needs to be given both to genres which are 'input' for students, ie genres which will be listened to or read, and to 'output', ie genres which students are expected to produce in written or spoken form.

Examples of the genres which might form the basis of courses in different areas of ESP/EOP include:

1. in medical training: case notes, articles in medical journals, doctor-patient interviews, medical examination questions, vivas;

2. in public administration: internal memos, telexes, reports, acts of parliament, meetings, interviews;

3. in teacher training: textbooks in the content areas, articles from original sources, eg historical documents, scientific reports, newspapers and journals, essays, broadcasts, television programmes, lectures, student writing/exam questions.

The concern here is principally with written genres.

3. The potential of a genre-based approach to course design

For a growing number of ESP/EOP teachers currently working in Britain and abroad, a genre-based approach appears to have considerable potential; perhaps its most important feature is that it reflects the reality of the world beyond the training centre or classroom. Hence it is seen to:

- provide the opportunity for productive negotiation between course designer and CLIENT. The CLIENT is able to communicate broad aims by identifying the specific genres which are regarded as relevant; he/she can also inform course designers about the typical tasks/purposes associated with specific genres;

- offer course designers a tangible 'concrete' basis for negotiating with the CLIENT;

- expose USERS to the communicative events which he/she will have to deal with and become competent in in real life;

- provide for the course designer, the basis of the language curriculum and determine the language forms which will be required for speaking, listening, reading and writing, instead of allowing arbitrary selection from the language system;

- allow for contrastive analysis of different genres and thus reduce the inherent 'authority' of the textbook;

- reduce the need for designers to filter real-world issues and interpret client and user needs.

Thus with respect to both content and to materials writing/production, a genre-based approach greatly reduces the demands on the course designer and the risks inherent in interpretation. In other respects, however, the approach presents the course designer with new and demanding challenges.

4. Requirements for an effective genre-based approach to course design

It is clear from the above that the first requirement for an effective genre-based course is the identification/negotiation of relevant genres. A second and essential requirement is the undertaking of analyses of the relevant genres. Equally important is the need for the development of a programme which will help USERS to gain access to and to produce the relevant genres.

5. Analysis of relevant genres

With respect to the analysis of genres, there are currently a number of different approaches to the analysis of text and talk which are potentially useful to the course designer. In the case of written text these include the analysis of author 'moves' in the introductions to academic papers (Swales 1986b) identification of problem-solution, comparison-contrast, general-particular patterns of organisation (Hoey), the identification of 'topic/text-types' through reference to information constituents (Davies and Greene and Davies 1986) and the analysis of lexical chains (Davies 1986).

In practice the usefulness of any of these, or other analytic systems is determined in part by the designer's familiarity with the system and in part by the extent to which a particular system is appropriate for a particular genre.

The latter is a major issue and one which remains unresolved in this paper and elsewhere. However, an indication of both the extent of the issue and of possible directions for investigation is attempted here in Table 1. With respect to possible lines of enquiry, which is indicated is as follows:

- for academic papers, analysis of author moves would be appropriate;
- for newspaper articles, popular journals and technical reports, the use of problem-solution, comparison-contrast and general-particular is likely to be productive;
- for textbooks in the content areas, and for technically descriptive sections in academic papers, manuals and technical reports, analysis of topic/text-type would be appropriate.

What is perhaps less clear from Table 1 is the potential of analysis of lexical chaining for the complete range of genres. For designers interested in developing the teaching of vocabulary, this would seem to be a particularly promising analytic undertaking and one which could be used to test the validity or otherwise of more top-down approaches.

6. Development of a programme for helping trainees/students become competent USERS of relevant genres

In building upon the analysis of relevant genres to develop a programme to help trainees/students become effective in accessing and producing the relevant genres, the course designer is faced with a basic choice, ie reliance on traditional teacher/textbook questions and exercises, or the development of activities involving information transfer, student analysis, discussion, application and evaluation. It is the latter, with their real-world models, which are consistent with a genre-based approach to course design and which are illustrated and/or described in a number of recent publications (see, for instance Davies and Greene, Davies 1987b and Dudley-Evans).

The potential of a genre-based approach to course design of the kind outlined above has been tested with promising results in a number of British universities in recent years (see James and St John for examples). Some of the problems inherent in such an approach are addressed by Swales (1986c). It remains for the wider potential of the approach to be evaluated in perhaps more testing contexts outside Britain.

Chairman: Brian Tomlinson
Rapporteurs: Dick Chamberlain, Neil Hooper

LIST OF TOPIC TYPES

TOPIC TYPE	
PHYSICAL STRUCTURE →	Part → Location + Property + Function
PROCESS →	State or Form of Object/ Material → Location + Time or stage + Instrument or agent + Property or structure + Action
CHARACTERISTICS →	Defining Features or Attribute → Tests or Measure of + Data + Examplar or Group
MECHANISM →	Physical Structure → Action + Object/Material
THEORY →	Hypothesis → Context + Test of + Results + Interpretation
PRINCIPLE →	Law or Principle → Conditions + Instances + Tests + Effects
FORCE →	Source or Composition → Conditions + Instances + Tests + Effects
INSTRUCTION →	Step or Procedure → Materials + Apparatus or measure + Caution or condition + Result + Interpretation
SOCIAL STRUCTURE →	Member or Group → Location + Conditions + Role or Responsibility + Assets or outcomes
STATE/SITUATION →	Participants → Conditions + Location (Time & Place) + Effects + Event or innovation
ADAPTATION →	Species/ Exemplar → Environmental Conditions/ Effects + Adaptive Feature/ Mechanism + Function

From Davies (1985)

Environment/Development →	i. Region or area; ii. Part of area; iii. Distinctive features; iv. Development/Agent or Instrument of development; v. Event/Stage of development/outcome
Production System/Commodity →	i. Producer or production system; ii. Product; iii. Location; iv. Requirement; v. Yield/development; vi. Distribution/ utilisation

From Davies (1987)

Notes: 1. → Constitutents immediately to the LEFT of the second arrow are OBLIGATORY and can be regarded as constants. Constitutents to the RIGHT of the arrow are optional. They can be regarded as the variables which define the obligatory constituents. Conditions for optionality are assumed, but no predictions are made about what these are.

2. + indicated 'and', not order.

3. The list given here is not assumed to be either exhaustive or definitive.

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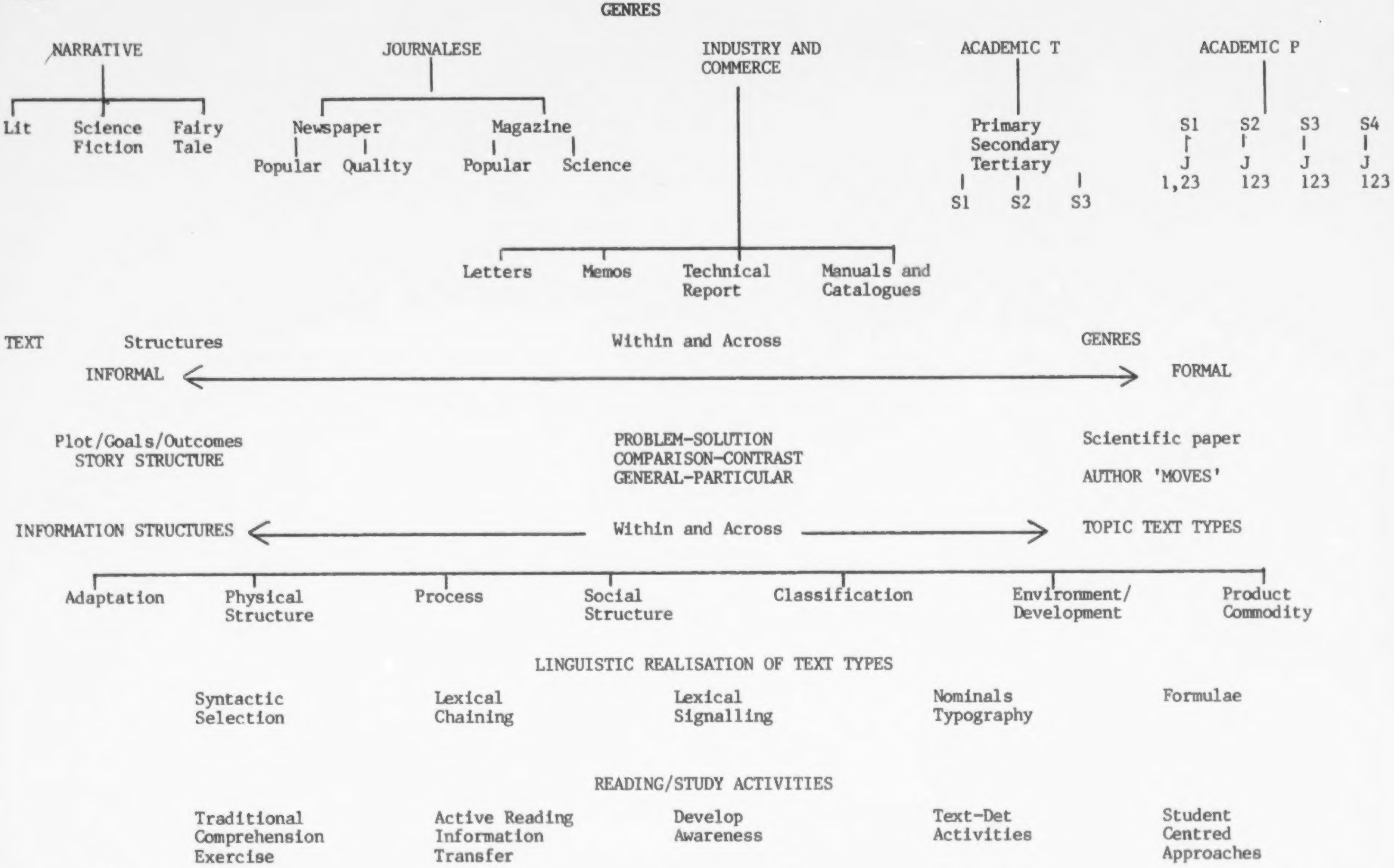
Table 1


GENRES
NARRATIVE
Lit
Science Fiction
Fairy Tale
JOURNALESE
Newspaper
Popular
Quality
Magazine
Popular
Science
INDUSTRY AND COMMERCE
Letters
Memos
Technical Report
Manuals and Catalogues
ACADEMIC T
Primary
Secondary
Tertiary
S1
S2
S3
ACADEMIC P
S1
J
1,23
S2
J
123
S3
J
123
S4
J
123
TEXT
Structures
Within and Across
GENRES
INFORMAL
FORMAL
Plot/Goals/Outcomes
STORY STRUCTURE
PROBLEM-SOLUTION
COMPARISON-CONTRAST
GENERAL-PARTICULAR
Scientific paper
AUTHOR 'MOVES'
INFORMATION STRUCTURES
Within and Across
TOPIC TEXT TYPES
Adaptation
Physical Structure
Process
Social Structure
Classification
Environment/ Development
Product Commodity
LINGUISTIC REALISATION OF TEXT TYPES
Syntactic Selection
Lexical Chaining
Lexical Signalling
Nominals Typography
Formulae
READING/STUDY ACTIVITIES
Traditional Comprehension Exercise
Active Reading Information Transfer
Develop Awareness
Text-Det Activities
Student Centred Approaches

15.0 LANGUAGE ACROSS THE CURRICULUM

Chris Kennedy

1. Chris Kennedy addressed himself to the question of how to manage change. He suggested four aspects be considered when implementing change.

   1. Change is SYSTEMIC, ie happens within a cultural and political system. The KELTA should beware of imposing his own cultural assumptions on the system within which he is working.

   2. To initiate change the agent has to calculate the costs and benefits to the people involved, ie the teachers. What is in it for them?

   3. There must be a match between what is being presented to a teacher and his interpretation of it. There are three points which the teacher is likely to ask himself:

      3.1 Is innovation feasible in my class?

      3.2 Does this innovation fit in with my teaching style?

      3.3 Is this innovation relevant to my situation?

   4. Three strategies for change have been identified:

      4.1 Power co-ercive.

      4.2 Rational/empirical.

      4.3 Normative/re-educative.

The question was asked what is involved when teachers actually teach? Richards considers three categories which underlie classroom practice.

   1. Approach, ie what theory of language learning underlies the syllabus?

   2. Design, ie what are the objectives, topics and subject matter of the materials?

   3. Procedure, ie what activities will the teacher use?

The question is how does the agent of change make teachers aware of the approach and design aspects as well as procedures?

The group then examined several teaching texts with a view to identifying the underlying assumptions with respect to design and teaching procedures. One text was for an English class, the other was for a social studies class. The mismatch between the two approaches was noted. However, it was pointed out that what the teacher does with the materials may be different from what the writer intended. What happens in the two classrooms may in fact be similar, despite different approach, design and procedures underlying the materials.

We are left with the question: why do teachers teach as they do?

2. The three innovation strategies were then considered in more detail.

   1. Power co-ercive, also called instrumental or mechanistic change
   This refers to the type of change that is imposed top-down from outside, eg by a Ministry of Education. Approach, design and procedure are presented to the teacher in one supposedly teacher-proof package. This

strategy can bring about widespread change at the institutional level, but evidence suggests that it fails at the classroom level, ie there is a mismatch between what is laid down by the outside authority and what actually happens in the classroom. An example from innovation in science teaching in Scotland was given; despite new materials etc, teachers continued to teach in the old way.

2. Interactive or Ecological innovation This strategy attempts to overcome the drawbacks of top-down innovation outlined in 1. by trying to find out and take account of what conditions exist in the classroom, eg attitude of teachers and students. It then tries to change these conditions, or build materials around them. This strategy is still essentially top-down, however.

Herzberg's distinction between MOTIVATORS and HYGIENE FACTORS was discussed. The latter included salary, relationships, status, responsibility, etc, whereas the former included achievement, recognition, responsibility, advancement, growth, etc. The speaker asked how far KELTAs can manipulate conditions so that local staff WANT to work towards change.

3. Humanistic strategy for change It has been felt that the mechanistic or ecological approach is unsatisfactory because the change is always in an outsider's hands. This strategy attempts to make 'insiders', ie the teachers themselves, responsible for change. But, it may be argued the force of conservatism among teachers may discourage innovation. What if the standard of English of the teachers is very weak? What if the teachers work in a highly centralised situation with an authoritarian Ministry of Education?

The speaker left the group with the question: How far can local teachers take over responsibility for innovation?

Chair: Allestree Fisher
Rapporteurs: Richard Freeman, John O'Dwyer

Appendix

Exercise 1: opinion questionnaire

The aim of this exercise is to discover your reaction to your job.

Instructions

Answer each question to show how you feel. Do this by circling the number of the statement which best describes your opinion. The only correct answer is your frank opinion.

Questionnaire

1. Think about the specific duties of your job. How often have you felt unable to use your full capabilities in the performance of your job?

Almost always	Very often	Fairly often	Not very often	Very seldom	Almost never
0	1	2	3	4	5

2. How many functions do you perform in your job which you consider relatively unimportant or unnecessary?

Almost all of them	Most of them	Quite a few	A few	Very few	None of them
0	1	2	3	4	5

3. As you see it, how many opportunities do you feel you have in your job for making worthwhile contributions?

Almost none	Very few	A few	Quite a few	A great many	Unlimited times
0	1	2	3	4	5

4. How often do you feel that your job is one that could be dropped?

Almost all the time	Most of the time	Quite often	Very seldom	Almost never	Never
0	1	2	3	4	5

5. How much say do you feel you have in deciding how your job is to be carried out?

None	Almost none	Very little	Fairly large	Very large	Unlimted amount
0	1	2	3	4	5

6. How frequently have you felt in your job that you could achieve more if you could have complete freedom of action to accomplish your objectives?

Almost all the time	Most of the time	Quite often	Not very often	Very seldom	Almost nevert
0	1	2	3	4	5

7. How frequently in your job have you received some type of recognition for your accomplishments?

Almost never	Very seldom	Not very often	Quite often	Very often	A great many times
0	1	2	3	4	5

8. How often does your job give you the opportunity for personal recognition?

Almost never	Very seldom	Not very often	Quite often	Very often	A great many times
0	1	2	3	4	5

9. How do you feel about your present post as a job where you can continually learn?

Nothing more to learn in it	Practically nothing to learn	Can learn something but not much	Can still learn a little	Can still learn a lot in it	Can still learn a vast amount
0	1	2	3	4	5

10. How do you feel about your general association with the school as an opportunity for learning?

Provides no chance for learning	Provides almost no chance	Can learn something but not much	Can learn a little	Can learn a lot	Can learn a vast amount
0	1	2	3	4	5

11. Leaving aside any regular measurements of your job (indices or performance standards (how often have you inwardly felt you have achieved something really worthwhile?

Very seldom	Once in a while	Fairly often	Often	Very often	All the time
0	1	2	3	4	5

12. To what extent is it possible to know whether you are doing well or poorly in your job?

No way of knowing	Almost no way of knowing	To some extent	To a large extent	To a great extent	Entirely possible
0	1	2	3	4	5

13. To what extent is it possible for you to introduce new (untried) ideas in your job?

To no extent	Almost no extent	Very little	Fairly large extent	Large extent	Very great extent
0	1	2	3	4	5

14. How often have you found the kind of work you are now doing to be interesting?

Never	Very seldom	Not very often	Quite often	Very often	Almost always
0	1	2	3	4	5

15. Based on your past experience in your present job, how often have you thought that you would like to resign or change jobs?

Very often	Often	Fairly often	Once in a while	Very seldom	Never
0	1	2	3	4	5

16. To what extent do you consider your present post helpful for a person who wants to get ahead?

Almost no extent	Very little extent	Not very helpful	Fairly helpful	Very helpful	Extremely helpful
0	1	2	3	4	5

17. If you wish to make any comments about your job, your chance for achievement, recognition and personal growth, use the space below.

Scoring sheet

Mark your score for each question in the appropriate space, add the total for each group and divide as indicated.

Question	Score	Group total		
1	....			
3	....			
11	....	....	÷ 4 =	.... (ACH)
13	....			
5	....			
6	....	....	÷ 2 =	.... (RY)
7	....			
8	....	....	÷ 3 =	.... (RN)
12	....			
16	....	....	=	.... (AD)
2	....			
4	....			
14	....	....	÷ 4 =	.... (WI)
15	....			
9	....			
10	....	....	÷ 2 =	.... (PG)
	Grand total			

Interpreting your score

The scoring sheet has interpreted your responses to give you a rating to your job under the following headings:

- Achievement (ACH)
- Responsibility (RY)
- Recognition (RN)
- Advancement (AD)
- Work interest (WI)
- Personal growth (PG)

Note that the rating is not of **you** but of the extent to which you feel, according to your answers, that **your job** provides you with opportunities for achievement, responsibility, etc.

The headings listed are the factors which, according to Herzberg, are the 'motivators' in work.

In the grand total you have a score which reflects the relative weighting which Herzberg gives to each motivator in determining overall job satisfaction.

You may like to compare your own score against the European norm:

	ACH	RY	RN	AD	WI	PG	Overall
UK and European norm	3.1	3.0	2.9	3.2	3.6	3.5	51.8

As a rule of thumb, a score of 3.5 or above under any heading indicates a thoroughly satisfying job. A score of between 2.5 and 3.0 suggets that there may well be room for enrichment of your job. If your score is less than 2.5 under any heading, you and your own manager should be asking why. There may be a simple explanation (eg a head of a large school may well score 0 on opportunity for further advancement!) but the likelihood is that there is an area of frustration here.

An overall score of 55+ would indicate total job satisfaction. However, between 45 and 55 should not give any cause for concern.

Note, finally, that the first three areas - 'achievement', 'responsibility' and 'recognition' - are particularly within the control of your superior and the way your work is organised.

NB: All the above remarks are equally valid if you give the test to your subordinates! It can provide the basis for a discussion which can make their jobs more interesting and your life easier and more efficient.

PART FOUR

BACKGROUND INFORMATION

16.0 COMPUTER APPLICATIONS AT CDELT

David Carroll

Mr Carroll began his presentation by attempting to define a computer database. He suggested that individual KELT officers were unlikely to benefit from the facilities offered by a database, as it was essentially a management tool for project work. A database is able to take in fixed information and insert it into a file on a computer. This information is retrievable in a variety of different sub-sets. For the purposes of illustration, a hand-out was provided showing data that might refer to a typical British Council office. The following database terms were used to describe this operation:

- record: all the information about one activity
- field: each numbered item within the data constitutes a 'field'
- report: a tabulation of the information

Once the information is stored on a file it can be 'pulled out' of the computer to produce many different 'reports', ie sub-sets of the total data. A database is a very powerful management tool, particularly in the field of evaluation.

Discussion

Q If the data were incomplete then surely a 'report' is of limited value?

A Even incomplete reports were of some value to management in the planning and implementation of all aspects of project work, especially as much of what happens in KELT projects tends to be forgotten, is not included in annual reports and cannot be summarised from current data.

Q What is the minimum size of operation for which a database is suitable?

A Textbook evaluation is unsuited to database treatment but short courses were ideal as a computer search would be much quicker than a conventional filing system.

Q How many 'fields' could be coped with simultaneously: ie if there were a file of 200 courses on reading, how long would it take to get the information?

A It could be produced in a very few minutes.

Q How long would it take to set up a programme initially?

A It would be relatively fast using a competent computer programmer.

Q At what point would a card system be more efficient than a database system?

A Database is mainly used in large projects such as CDELT (7 KELT/Fulbright scholars [USAID personnel]). It would also depend on the penetration of computer technology into the developing world. It was commonplace in Egypt but the situation might not be comparable in other countries and maintenance could be a problem. Database work was probably not for individual KELTs. However, someone with a management/evaluative function within a group would find it useful.

Q What is 'electronic dialogue'?

A A video and satellite link between, for example, Egypt and the USA.

Q A database can look at information in different ways. How has this database affected your project?

A So far, it *could* affect it rather more than it *has done*. Only reporting has been done so far.

Q Could a database be used to show the effectiveness of the use of hardware supplied for a project?

A Yes, though this has not been done in Egypt.

Q How many KELTs catalogue libraries?

A A database can be used for graded readers, and can also assist in preparing book exhibitions on a particular topic for a workshop. The database can also reduce problems of circulation control and be used to profile library users.

Chair: Philip Erith
Rapporteurs: Allestree Fisher, David Hayes

17.0 THE ROLE OF ESL AND EFL IN THREE COUNTRIES

17.1 THE ROLE OF ENGLISH AS A FOREIGN LANGUAGE IN KENYA

Richard Arden

Introduction

Kenya has a relatively sophisticated economy. It also has an apparently sophisticated need for English to meet manpower needs in the civil service, the professions, education and industry and, in particular, to service the growth industry in tourism. But the national language policy is ambiguous and subject to frequent change (eg there have been seventeen different commissions on language planning in recent years. Although conflicting decisions have been taken over the years, English is still considered important.

The balance between national and second language can be described thus. Kiswahili is the national language and is a compulsory, examinable subject from Standard 1. In schools some of the time previously given to the teaching of English has been given over to the teaching of Kiswahili (eg Kiswahili from 3 to 5 periods, English from 8 to 6 periods). At 'higher' levels of formal communication (eg in business and commerce) English is still very important, especially in writing, but it is not used full time even by top professionals. In fact Kiswahili is used mainly for oral communication. Kenyan English is developing acceptability and Sheng (a street language mixing English, Kiswahili and mother tongues) is developing despite widespread disapproval. The mother tongues are still very important informally (especially in rural areas) but they receive little formal encouragement. Typically one finds in such an ESL situation that language switching is very common.

The diversity of opinion about the role of English in Kenya was illustrated by extracts from articles, seminar papers and letters in the Kenyan press.

The sensitivities, particularly regarding outside intervention, give rise to the following implications for project planning.

Procedures need to be:

i. Non-interventionary.

ii. Participatory/collaborative via English Language Unit or other existing systems.

iii. Attentive to socio-linguistic survey.

iv. In response to Needs Analysis study.

17.2 THE ROLE OF ENGLISH IN FRENCH WEST AFRICA

David Constable

Introduction

Guinea is unique; it seems to be in a time warp harking back to a period which has disappeared in most countries. It has just emerged from a period of 26 years dictatorship. Guinea was characterised as having a measure of personal security, little electricity and little planning. In the mid-sixties it was decided to make French, the mother tongue, the medium for all education, therefore there is now a lost generation of non-French users. To facilitate this, English was banned and English teachers were retrained. English has, however, recently reappeared albeit without prior planning, and is now considered politically to be a good thing, but there are as yet very few resources.

The assumed model in the renaissance of English is British English, focussing on teacher training and English for civil servants. However there is a clash of goals; the syllabus says the goal is oral, whereas the needs say it is reading, and the exams test grammar. There is actually no statistical need for English but it is required for personal development. The surge in ELT has led to an attempt to train total beginners in English to become teachers in 4 years. The English programmes need to be flexible to meet growing and changing needs but the French trained administrators are often not willing to change their plans.

A number of points arose from the brief profile of Guinea:

i. It was suggested that it would be better not to try to offer English to everybody. Many students in Senegal, for example, do not need English and also do not benefit from learning it.

However, due to the great parent/student demand, a limited programme would be considered unacceptable.

ii. It was reported that the teaching in Cote d'Ivoire was often poor but the product was good. Therefore we should concern ourselves more with motivation than methodology.

iii. It was suggested that Guinea could provide an ideal test of methodology as the students had no preconceptions.

17.3 THE ROLE OF ENGLISH AS A SECOND LANGUAGE IN OMAN

Peter Dewar

Introduction

To understand the current situation it is necessary to look at the history of Oman since 1970 and at Britain's role in the massive developments in the last 17 years. There are now more schools than there were pupils in 1970 and there has been a very large influx of imported technology, with a large number of expatriates at all levels.

English has become the common language of people of different nationalities at all levels of business and industry. Study at the one university and one polytechnic is in English for all students concerned with science and technology. On-the-job training in industry is of necessity in English because of the large number of non-Arabic-speaking staff engaged in industrial training. There are newspapers and one radio station in English, although these have Arabic parallels. Oman has established nine Vocational Training Institutes spread throughout the country with the aim of producing people with a knowledge of industrial/commercial processes and an ability to benefit from industry-specific on-the-job training. The new ELT project for the VTIs was set up after a detailed needs analysis in commerce and industry and in collaboration with the Directorate of Vocational Training.

For details of the VTI project see the Oman Case Study.

The three brief surveys of English raised the problem of needs analyses. How valuable is an analysis of current needs if the students will not enter the workforce for many years? This has implications for the Project Framework and may be an important difference between ELT and other projects.

Chair: Chris Ramsden
Rapporteurs: Anne Rossiter, Barry Sesnan

18.0 AUTHENTIC VIDEO MATERIALS IN ELT

Helen Boyle

The aim of this session was twofold: firstly, to show the audience what types of commercially available ELT video materials are currently in use around the world and secondly, to raise some of the issues associated with the choice of materials which best suit individual needs. The main hypothesis was that whether materials are 'authentic' or scripted they should aim to communicate a real message.

Our principal concern, as language teachers, is to find ways of enabling our students to progress along the language continuum - to make sure conditions are right for students to absorb, acquire, assimilate or learn those parts of a foreign language system they require to perform at whatever level they feel necessary.

Both research and intuition tell us that when students are concerned with the content of the language - the message they wish to convey rather than the form - they will be more highly motivated and, in some cases, it has been claimed that the shift from form to content focus has helped to improve performance. According to Krashen, students have found their communicative abilities are less impaired when they do not attempt to subject their utterances to the scrutiny of the internal censor or 'monitor'.

A theory which has been gaining respect in ELT circles is that students need to be exposed to authentic language or 'comprehensible input' at a fairly early stage in their language learning careers. There are many reasons for this but perhaps one of the most important ones is that by using authentic discourse, teachers are calling upon abilities which students already possess in L1 to stimulate and support communicative skills in L2. Thus communicative skills commonly used in the first language environment, ie discussion, interpretation, prediction, persuasion, etc, can be naturally transferred to the L2 situation.

It is then, with the intention of tapping the strategic competence of our students that we design video materials which will:

1. engage students intellectually and linguistically;

2. use students' knowledge of the 'here and now' and their extra-linguistic/contextual knowledge;

3. aim for a genuine exchange of information rather than an impoverished 'display' of known facts;

4. move towards authentic materials which transmit a real (not merely realistic) message, featuring plausible situations and events.

What is meant by 'authentic' in terms of ELT video materials"?

To some teachers 'authentic' seems to be a contradiction in terms when we are reducing the authenticity of a piece of discourse by presenting it as an 'extract' for the purposes of language teaching.

For the purposes of this discussion I would like to define 'authentic' in terms of ELT video materials.

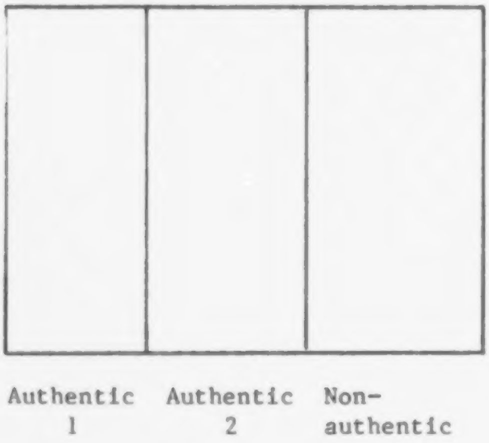
Authentic 1 - materials created by native speakers for a native speaker audience focussing entirely on programme content, eg news, debate, situation comedies, feature films etc.

Authentic 2 - materials created by native speakers for a native speaker audience focussing on content and selected by EFL writers for teaching purposes.

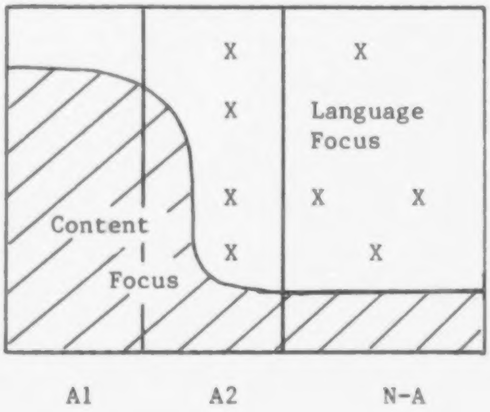
Non-authentic - materials created with the EFL learner in mind with a language form focus. These materials may cover the whole spectrum of learners and become more like 'Authentic 2' materials at upper levels.

Authentic v Scripted Video Materials

1.



2.



3.

National TV broadcasts for eg news, debate, sit-com, soap, etc	Television English 1-6 for eg documentary, science progs, human interest	Video English 1-5 for eg functions; discrete language items 6-8

← information exchange → ← discourse in controlled environment →

A1 A2 N-A

Exploitation of Video Sequences

The reason for exploiting television and video for teaching purposes are well documented by Lonergan, Willis, Allen and others. Perhaps we can summarise the reasons by quoting Sherrington: "Television can present natural situations within which language occurs with no forced patterns and contrived action".

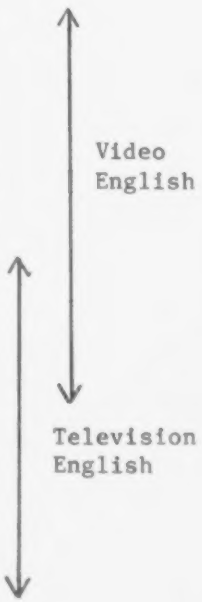
Certainly the target language becomes more real to the learner when presented in context and without artificial constraints thus stimulating interest and motivation.

To get the most out of this potentially powerful and pedagocially valuable medium, an investigation by the Language Studies Unit of Aston University in 1982 conducted by Jane Willis, Janis Candlin and David Charles advocates an understanding and appreciation of what TV and video (whether or not EFL specific) brings to the classroom. The investigation showed that careful matching of students' learning objectives with the use of video is essential.

The table below shows how a system of staged objectives may be linked to the use of video materials.

The arrows to the right of the table illustrate how Video English and Television English may be exploited taking into account the staged objectives.

Level	Staged Objectives	Role of Video
1	Memorisation, repetition of short items in limited context	Model + cue
2	Recognition of wider contexts of known items in controlled situations	Target situation for role play
3	Recognition of items in genuine contextualised interaction	Transfer and reinforcement
4	Recognition of structure + production of discourse	Illustrator of message
5	Presentation, retrieval, evaluation + response to information	Source of information and stimulus



Adapted from ELT Docs, 114: Jane Willis

With reference to the above we can select appropriate video clips to suit the goals of a particular group of learners.

Whether the material is taken from fact, experience or opinion, in order to inform, stimulate or provoke using scripted, partially scripted or unscripted language it should aim to communicate a real message. An important factor in the Television English materials is the attempt to engage learners' in positive and active viewing - an element not always found in normal television viewing.

Discussion

Much of the discussion that ensued revolved around the question of what the term 'authentic' means. The point was made that what might be considered authentic in one context might not be considered authentic in another context, thereby trivialising the somewhat artificial dichotomy between authentic and scripted. It was also pointed out that in many cases the 'authentic' materials of news broadcasts are heavily scripted but nonetheless authentic as communicative events. The trichotomy between Authentic 1, Authentic 2 and Non-authentic was also challenged as being artificial, particularly as no place was available for authentic materials created by non-native speakers for non-native speakers, ie Nigerian news programmes, but participants were unable to suggest any more satisfactory terms or categories.

The main point that had consensus from all the participants was that whether authentic or non-authentic, scripted or unscripted a vital prerequisite for video materials to be effective is that they make a visual or intellectual impact on the viewer, ie they must be interesting and unusual.

Chair: Richard Arden
Rapporteurs: Nick Butler, Paul de Quincey

19.0 TEACHING AND LEARNING IN CONTEXT

Geraldine Kershaw and Richard Cullen

Geraldine Kershaw began by presenting a brief survey of "Teaching and Learning in Context", referring first to the Teacher Training video project "Teaching and Learning in Focus" (TLF), which was produced to support BC DTE work. The TLF package consists of 7 training videos, but they are non-prescriptive, ie teachers can exploit them as they see fit. This package has been requested and used by KELTs with varying degrees of success.

Many TLF users had pointed out basic anomalies between the TLF situation (native speaker teaching small classes, full resources) and conditions pertaining in developing countries. Since the long-term aim of all KELT projects is that TT should continue to function after KELT withdrawal, it was thought that locally produced video training packages, reflecting local conditions, would be more relevant for local training needs.

With this in mind, ELSD has on loan a video hardware package, which KELT projects can bid for, subject to certain conditions. The successful bidder in this case was Egypt.

Richard Cullen then took up the report, and recounted the experiences of his team.

After the arrival of the equipment in October 1986, the project was divided into 3 stages:

1. Planning (October-December)
2. Production (December-mid March)
3. Editing/materials writing (March-June)

Stage 1 consisted of a series of steps:

- familiarisation with the equipment
- selecting teachers using the new textbook at lower and upper secondary levels
- searching for different aspects of teaching
- obtaining permission from the Ministry of Education (this was officially forthcoming only in March, but informal permission was obtained from inspectorate before this, or filming would never have been able to begin).

Stage 2 was the filming, which by the middle of March had produced 30 hours of film. There was also considerable trouble with the equipment (eg both cameras were in functioning order for only 25% of filming time).

Stage 3 included:

- seminars for inspectors in training use of film
- a plan for editing, which led to the division of the material into 8 units, ie areas of teaching various skills (eg 7 extracts from vocabulary teaching, including different techniques, levels, schools, and language schools). This was reduced in all to 3 hours of film.

- 3 model lessons from the new textbook, each one reduced to a ½ hour film
- supplementary materials and teachers' notes.

Examples from TLC were then shown and comments invited.

Discussion

Amongst points discussed were the following:

1. Mixing images on the spot while filming classes rather than editing afterwards led to the loss of a lot of valuable teaching footage but this was made necessary by constraints on time and facilities.

2. The way that the material is recorded and edited clearly 'filters' what is seen of the classroom activity and in particular the use of a single camera, which was often inevitable, can make a lesson look very teacher-oriented. Although experience with the "Teaching and Learning in Focus" series had made it clear that it was more important to search for significant learning or teaching activity, rather than merely 'interesting' shots, a greater variety of camera techniques, eg closer focus on blackboard work, might have led to more interesting and useful footage. But the necessity of using only one camera most of the time and the danger that too much camera movement might lead to viewer fatigue placed constraints on the visual interest of the materials.

3. Proper editing facilities were not available but an extra VCR was used to carry out rough edits.

4. There was no need for lighting in the classrooms since the camera was extremely light-sensitive and worked well even in very dim conditions.

5. The finished video materials were intended to be used as support material to an In-service Teacher Training course for strictly local use. Although the extract that was seen (on vocabulary presentation) might seem to present an unacceptable model for some other teaching contexts, it was acceptable in Egypt, and had the additional benefit of credibility. This was the major difference between the Egyptian materials and "Teaching and Learning in Focus". The Egyptian teachers could immediately identify with the teaching situation and facilities and so could not so easily dismiss the techniques under discussion as not being relevant.

6. The materials are intended to survive the departure of the KELTA and remain in use by inspectors for in-service training. It is therefore essential that their relevance to all should be self-evident.

7. The question was raised as to why the trainers at present tended to confine their discussions to the positive or successful aspects of the teaching sequences shown in the film. The answer was that, with trainees who were non-specialists in English and of low teaching competence, criticism would be unproductive. With more confident trainees a different approach could be tried.

8. In reply to a question about how much background information on the context of the videoed lessons was given to the local trainers to pass on to their trainees, two points were made:

   i. the duplication involved would put a strain on scarce resources;

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ii. the trainers themselves were inexperienced, and there was a danger in giving them too much material support which they might be tempted to use prescriptively.

9. Some worry was expressed about the danger of appearing patronising or arrogant when using materials of this kind, but this was countered by the statement that the materials themselves presented a neutral package. It was up to the trainer to exploit them appropriately.

10. At this point the units on specific techniques have not yet been used, but the sequences showing model lessons have received very positive reactions from Egyptian teachers.

Chair: Sallie Buchanan
Rapporteurs: Philip Erith, John Durkin

20.0 THE RELATIONSHIPS BETWEEN KELTAs, THE BRITISH COUNCIL AND ODA

Lloyd Mullen, Director, ELMD, Brian Smith, Deputy Director, OEAD

This session was concerned with clarifying the various administrative and decision-making responsibilities, divided rather confusingly among the host institutions, the Overseas Development Administration and the British Council.

The following points emerged from the initial presentations:

1. KELTAs are employees of the host institution itself, rather than of the British Council or ODA, but an English Language Officer or a Representative will negotiate with the host institution on a KELTA's behalf. In countries without either an ELO or a Representative this will be done by the Embassy or High Commission.

2. English Language and Literature Division in London has no authority over British Council Representations overseas, but is responsible for professional support to KELT projects and for mediation of professional matters to ODA. Representatives should therefore not write directly to ODA on professional matters but communicate via the relevant Regional Language Officer in English Language Management Division.

3. The British Council itself has no money for KELT schemes. Money is allocated by the Educational Division of ODA and administered by geographical desks in ODA. All requests for money not included in the project document must go to ODA. Each Aid Budget is country-specific and all equipment and costs must be bid for within this budget. More detailed approaches to projectisation, with costings budgeted before KELT programmes start should reduce the delay in the supply of equipment which is a common complaint for KELTAs. However, there is a high turnover of ODA desk officers, which can lead to communication difficulties with KELTAs. There are some 200 KELTAs throughout the world in 72 separate projects, including China. Indications are that this number will increase, so the communication problem is unlikely to go away.

3. OEAD is the Appointments Section of the British Council and is responsible for:

   i. Spectours - short term appointment of specialists for courses or seminars overseas;

   ii. Recruitment of teachers and specialists for overseas educational posts. Section K is responsible for the recruitment, administration and briefing of KELTAs. This Section is organised on a geographical basis with a pair of officers dealing with each area.

There then followed a question and answer session in which the following points came out:

1. In cases where there is no ELO, Representative or Embassy in the country, and KELT is the only ODA involvement, it should normally be possible for the KELTA to have access to information on the project budget in order to be able to plan purchases and administration costs. This information should be sought via OEAD not ODA. It should be used with caution because host governments tend to see budget figures as fixed and immutable. In fact these figures can be changed after the initial costing better to reflect reality, and can even be revised upwards if money becomes available.

2. It is unlikely that the British Council will ever move out of its agency role and take over direct financial control of the KELT scheme.

3. The KELT scheme seems unlikely to diminish in size, so employment possibilities are expected to remain steady or even to increase in the near future.

4. The need for closer and more formal links between KELTs and UK universities was agreed and that universities should be represented at Dunford House seminars.

5. One result of the structural changes in ELLD would be the setting up of a KELT Unit, headed by a Grade D professional officer. The Unit would be set up in the early part of 1988, and would be responsible for liaison with KELTAs and for briefing and debriefing.

6. The need was expressed for better documentation with regard to recruitment and conditions of service, particularly as regards the relationship between host governments and institutions over matters such as furniture and equipment which must be supplied. It was felt that projectisation would help to define host governments' responsibilities and inputs more clearly.

7. Concern was expressed over the difficulties and delays often encountered in the supply of materials requested by KELTs, but it was explained that this was often due to the large number of companies involved and their individual peculiarities with regard to industrial relations, trade union matters and staffing problems. It was hoped that Projectisation would alleviate many of the supply problems presently encountered.

8. It was agreed to investigate the possibility of 'localising' some book presentation programes, via the local subsidiaries of British publishing houses. This would both create goodwill on the spot and result in books being available more quickly and without the cost of transportation.

9. The participants felt that attendance at the Dunford Seminar 1987 had given them considerable expertise in defining, describing and setting up projects. It was agreed that it would be useful for the ODA to investigate ways of using this expertise when setting up future projects.

Chair: Jim Davy
Rapporteurs: Adrian Sewell, Peter Dewar

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21.0 CONCLUSION

An extra plenary discussion was deemed worthwhile during the last session of the seminar to look in some detail at the questions posed by ADG. Brian Vale, at the beginning of the seminar. These were:

1. Is the pure project approach applicable to ELT?

2. Is 'KELT psychology' predetermining our response to ELT problems?

3. Is KELT bureaucracy hindering project style?

4. Can UK resources provide the necessary backup?

5. Do we need an ELLD project design capability?

1. First, the notion of 'project' was clarified according to Brian Vale's criteria (see page 2). It was felt that while most of these criteria hold true for ELT projects, two were not always relevant or necessary. The idea of a UK back-up through a linked institution was not considered a necessary prerequisite for project status; indeed it was thought that such a link might in some circumstances limit the objectivity of one's response to the changing needs of a project. Neither was the notion of an exclusively central project design accepted as essential for project status. Indeed, in the light of the case study work, which led most people to the conclusion that KELT is in many senses project-based, participants felt that one essential requirement for a successful project design is that external consultants and local experts work on the design together. In some countries this may be Council officers and/or KELTAs; in others it might well be only KELTAs.

The direct answer, taking the above two provisos into account, was essentially 'Yes'. The output of the case study sessions indicated that ELT projects could indeed be subjected to the same kind of rigorous analysis and planning that technical aid projects are subjected to. It was felt, however, that in terms of the Project Framework Matrix much more emphasis needs to be placed on strategies for implementation. This would serve two specific purposes:

i. offer more detailed information to ODA on strategies and timescales for project implementation;

ii. give some insight into the professionalism rather than logic of proposed projects.

2. The fact that long term KELT attachments are common is due to the fact that ELT is in one important way dissimilar to other types of aid work. A country's expertise in its language is essentially different from its expertise in any other area because of the uniqueness of what is being transferred. The difference lies in the fact that, whereas a mechanical or technical expertise can in most cases be effectively transferred within a relatively short time, native speaker competence cannot. Thus, in a textbook writing project, for example, the process (expertise) and the product (language) are inextricably linked, necessitating long-term rather than short-term attachments. It was felt, therefore, that while it may appear that KELT attachments are most commonly assumed to be the only way to tackle ELT projects, this is usually justifiable.

3. This question was discussed on two levels. First, on the level of reporting and second on the level of overall project management. The former, it was felt, could be much more constructive if the KELT post reporting system

focused on aspects of project style and evaluation dealt with in the Project Framework. It was commented on that a great deal of time was spent completing these reports for no apparent reason.

The topic of how the bureaucracy of KELT hindered project implementation generated the most contentious and heart-felt comments. A number of points were made which expressed a general dissatisfaction with the Council's management of KELT projects. This revolved around the bureaucratic inefficiency of Headquarters and its relationship with the ODA, and the fact that the Council does not have a devolved project budget. The Council's Supply Department came under particularly heavy fire not only in this session but throughout the seminar, most KELTAs having at least one horrendous story to relate about the latter department's inability to ensure delivery of simple orders within a year. It was generally felt that this situation is embarrassing, unprofessional and inexcusable. On the matter of internal communciations the opinion was expressed (more than once) that the need to go through the Council in order to get an agreement for financial expenditure from ODA was time-consuming and inefficient.

Concern was also expressed by a number of participants that the bureaucracy overseas was also often cumbersome and obstructive, with Representational staff often giving grudging assistance to KELTAs only when pressed.

Fear was expressed that the establishment of a three person KELT Unit within ELLD would not alleviate the situation because of the continued necessity to consult other departments before action could be taken. The participants made the point very strongly that, assuming the Unit will go ahead, they would like to be consulted on its functions.

4. The important point was made that the KELTAs regarded themselves as part of the UK resource. It was felt that quite frequently short-term consultants from the UK sector did not have sufficient knowledge of the local scene to be particularly useful, and that their inputs to local seminars, etc, was not always of the highest standard. Despite this reservation it was felt that there is sufficient expertise in the UK to service most overseas needs. The obvious point emerged, however, that the majority of third world ELT expertise resides in the KELTAs themselves, and that it would be sensible to have a number of resident KELTAs in British universities who could then fulfil a short-term consultancy role.

5. The question of an ELLD design capability was one that was fairly quickly answered. It was felt that given the establishment of a KELT Unit within ELLD, then a project design capability would reside there. It was suggested that KELTs might help shape the design of future projects by becoming attached to the KELT Unit on short-term secondments - perhaps between posts - at the inception of a given project. Though in principle this is a sound suggestion it is, of course, not known how many KELTs would relish a London posting.

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